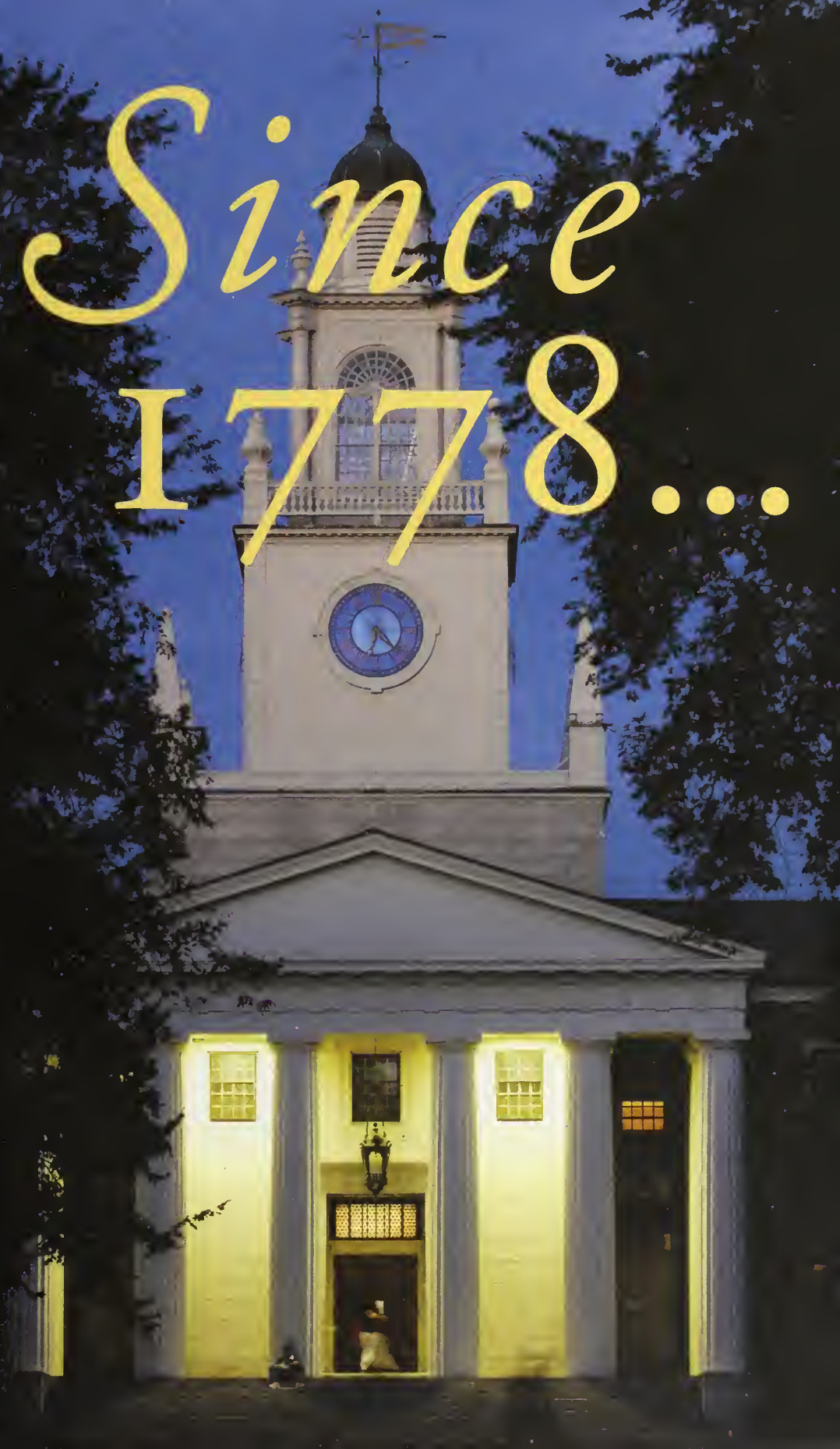


# Since 1778...

PHILLIPS ACADEMY ANDOVER, MASSACHUSETTS





*Phillips Academy admits students of any sex, race, color, handicapped status, sexual orientation, religion, and national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of sex, race, color, handicapped status, sexual orientation, religion, or national and ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.*

**PHILLIPS ACADEMY ANDOVER, MASSACHUSETTS 01810-4161 978-749-4050**

**WWW.ANDOVER.EDU**

*The material in this catalog is intended to provide general information concerning Phillips Academy rather than a complete record of any one year. It is not in any manner contractually binding, and the information herein is subject to revision and change.*

# PHILLIPS ACADEMY alumni have

made a difference in their communities as mothers and fathers, sons and daughters, teachers and mentors and friends.

They also have designed New York's Central Park;<sup>1</sup> founded Search for Common Ground, an NGO focused on the prevention of international conflict;<sup>2</sup> written the *Tarzan* novels;<sup>3</sup> co-founded Facebook and served as online strategist for the Barack Obama campaign;<sup>4</sup> treated ailing gorillas through the non-profit Mountain Gorilla Veterinary Project;<sup>5</sup>



submitted the tallest peaks on seven continents;<sup>6</sup> designed the Bunker Hill Monument;<sup>7</sup> founded the Department of Photography at the Museum of Modern Art;<sup>8</sup> co-produced and directed the PBS documentary *CARRIER*;<sup>9</sup> built the first skyscraper;<sup>10</sup> won three Olympic gold medals;<sup>11</sup> served on the U.S. Supreme Court;<sup>12</sup>



been an anthropologist and a human rights activist in Burma;<sup>13</sup> headed the Smithsonian Institution;<sup>14</sup> been the first black graduate of Harvard University;<sup>15</sup> won the Nobel prize for economics;<sup>16</sup> become CEO of Ashoka, investors in social change;<sup>17</sup> won an Academy Award;<sup>18</sup> worked as a Nigerian political activist and advocate for women;<sup>19</sup> served as 41st and 43rd presidents of the United States;<sup>20</sup> founded and published *GOOD* magazine;<sup>21</sup>



coached three Super Bowl championship teams;<sup>22</sup> starred in television's *The O.C.* and *House*;<sup>23</sup> started Higher One, a financial services company serving higher education;<sup>24</sup> founded Doshisha University in Japan;<sup>25</sup> served as commissioner of baseball and president of Yale University;<sup>26</sup> become editor-in-chief of *Self* magazine;<sup>27</sup> served as the first woman postmaster in the United States;<sup>28</sup> written *Friday Night Lights*;<sup>29</sup> rediscovered the ancient ruin of Machu Picchu in Peru;<sup>30</sup> served as founding director

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of National Public Radio;<sup>11</sup> worked in Third World nations as a plastic surgeon with Operation Smile;<sup>12</sup> served with the Peace Corps in Togo, West Africa;<sup>13</sup> earned the National Geographic Explorer for the Millennium award;<sup>14</sup> become a leading authority on artificial intelligence, computers, and robotics;<sup>15</sup> written the screenplay for *M\*A\*S\*H*;<sup>16</sup> received the Medal of Freedom;<sup>17</sup> won a Tony Award as co-creator of the Broadway musical *Spring Awakening*;<sup>18</sup> written a book about



military service in Iraq;<sup>19</sup> won the Mellon Foundation's Distinguished Achievement Award;<sup>20</sup> founded a market-based production co-operative in Afghanistan;<sup>21</sup> built an art gallery in rural Tanzania;<sup>22</sup> flown fighter jets as the nation's first female *Top Gun* pilot;<sup>23</sup> won honors for Depression-era photographs in *Let Us Now Praise Famous Men*;<sup>24</sup> earned accolades as a leading contemporary abstract artist;<sup>25</sup> served as chairman and CEO of CBS;<sup>26</sup> won Emmy Awards for acting in *China Beach*;<sup>27</sup> received the Congressional Medal of Honor;<sup>28</sup> become president of Sun Dance Genetics;<sup>29</sup> created *PlanetWatch.org* to promote earth-friendly practices;<sup>30</sup> invented the telegraph and Morse code;<sup>31</sup> won a National Medal of Science;<sup>32</sup> authored *How the Garcia Girls Lost*

*Their Accents*;<sup>33</sup> won three Pulitzer Prizes as an editorial cartoonist;<sup>34</sup> become an authority on childrearing, as well as an antiwar activist;<sup>35</sup> won the Nobel Prize for the cure of pernicious anemia;<sup>36</sup> become mayor of Boston and president of Harvard College;<sup>37</sup> won the Pulitzer Prize for environmental editorial writing at the *New York Times*;<sup>38</sup> raised funds for the Berkeley Symphony Orchestra and organized several community projects for Andover's annual Non Sibi Day;<sup>39</sup> practiced law and offered pro bono services to POWs;<sup>60</sup> recorded children's CDs including *House Party*, *Family Dance*, and *Night Time*!<sup>61</sup>



What will *you* do?

## This question is meant to inspire, not intimidate.

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We expect you have many answers, but certainly not all. Of course, we can expound on how the mantle of the free world rests upon your shoulders. We can go on and on about your potential and great expectations. But the reason we started with some of our alumni's worthy accomplishments is not to prescribe where you will go or what you will do in your lifetime. Since Phillips Academy's founding more than 230 years ago, we have always believed that the end depends upon the beginning.

Imagine the next four years at Andover as *your* great beginning. Bring to us your intelligence and your tremendous curiosity, your mineral collection and your short stories, your football cleats and your charcoals. Pack your openness to try new things, your tenacity to learn things that upon first glance appear way over your head. Working together, we will erect the

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scaffolding you need to someday reach answers to life's epic questions.

For now, it is all about the you of today. What will *you* do at Phillips Academy? These we know for sure: Expand your mind. Refine your thinking. Notice nuance. Widen your world. Learn Japanese from a new friend. Synthesize actions and epochs. See selflessness in action. Paint your face blue and white and scream wildly.

You also may read your poetry aloud. Be applauded. Learn to rely on your abilities. Try this. Try that. Find a love for fencing and tabouli, Möbius strips and geometry. Discover how much you care about other people and how many ways teachers can be there to help you earn your wings.

At Andover, your brain will do things you thought you could not do. And your heart will find things you have always wanted to do.

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What is it then, that Andover  
can do for you?





#### STATEMENT OF PURPOSE

PHILLIPS ACADEMY, a residential secondary school, seeks students of intelligence and integrity from diverse cultural, racial, socioeconomic, and geographic backgrounds.

The school's residential structure enables faculty to support students in their personal, social, and intellectual development. The academic program fosters excellence in all disciplines within the liberal arts tradition. Faculty members guide students in mastering skills, acquiring knowledge, and thinking critically, creatively, and independently. The school strives to help young people achieve their potential not only intellectually but also artistically, athletically and morally, so that they may lead responsible and fulfilling lives.

The Academy is committed to establishing a community that encourages people of diverse backgrounds and beliefs to understand and respect one another and to be sensitive to differences of gender, ethnicity, class, and sexual orientation. In its programs, the school seeks to promote a balance of leadership, cooperation, and service, together with a deeper awareness of the global community and the natural world.

Andover's 1778 Constitution charges the Academy to prepare "Youth from every quarter" to understand that "goodness without knowledge is weak . . . yet knowledge without goodness is dangerous." This obligation challenges students in mind, body, and spirit to see beyond themselves and to go beyond the familiar; to remain committed in developing what is finest in themselves and others, for others and themselves.

This revised version of the Statement of Purpose, voted by the faculty in winter 2000, reaffirms the Academy's goals set forth in the Constitution of 1778.

What will *you* do at Andover?

Think openly and deeply.

PAGE 8

Connect.

PAGE 20

Serve and lead.

PAGE 30

Cluster.

PAGE 38

Speak out.

PAGE 44

Compete and be well.

PAGE 46

Perform and create.

PAGE 54

Explore.

PAGE 64

Embrace life.

PAGE 78

# Think openly and deeply.



WHAT WILL YOU DO?

Rigorous academics. Challenging curriculum. You have heard about them before. Both are indeed true of an Andover education—only more so. Andover has a particular academic alchemy that brings together bright, curious students with dynamic teacher-scholars. Let's call Andover's a "transforming" curriculum. An Andover education is an intellectual workout with faculty and peers who match your ability and [often] exceed it. If you are exceptionally capable in certain areas of study, you may enter the curriculum at advanced levels and go on to do independent and group work beyond the college entry level. Yes, you will learn to think critically and independently at Andover—to not only think outside the box but question why there is a box at all—and go on to construct your own structure. You will examine multiple perspectives, converse and debate, write, write, write, draw conclusions and schematics, work in teams, and pursue original research. You will analyze, rhapsodize, and agonize. You will put aside your carefully constructed pride and ask for help when you need to.

Andover's energetic community of learners begets a fertile environment for learning. Our size is a large part of our academic strength. The breadth and depth of Andover's course offerings present students with a wide variety of possibilities. Our faculty members, scholars and professionals in their own fields, do not use one teaching style to engage students. We feel that all students learn differently and that an effective approach to teaching is to use a variety of methods. Come confident in your abilities and prepare yourself for an intellectual adventure.







“For students to learn to think like an archaeologist or an anthropologist is very exciting.”







## HISTORY 100

## World History 1000–1550: When Strangers Meet

The course could have been called simply *World History I, 1000–1550*. But Andover's take on *History 100* is far more than a whirlwind survey of facts and dates; it is an initiation into the multidimensional intellectual life of Andover. *History 100: When Strangers Meet* is a yearlong junior history class that, in its teacher's words, combines "skill work with a good story." The class focuses on three themes—one each term. Each theme connects key episodes in global history that contributed to the emergence of a global network. "By concentrating on a plotline such as the emergence and influence of European nation states and exploring specific stories such as the early interactions of European explorers and Native Americans we learn history in a very vivid, *present* way," says Marcelle Doheny.

Living up to its name on a whole other level, *When Strangers Meet* also helps to integrate a group of entering students that comes from widely divergent backgrounds, culturally and academically. One of the course's objectives is to build in students the skills of a scholar. "They learn how to think like historians—how to develop a thesis, how to use details to support that thesis, and how to find

meaning in the information. Some have already been exposed to that process, others have not. This establishes a common playing field for the upper years," says Doheny.

Students discuss, debate, reflect, and encounter the stranger in a host of ways including field research at Andover's own Peabody Museum of Archaeology with its foremost collection of Native American artifacts. "The Peabody is an unbelievably rich resource for us as it provides students with a chance to understand the past using nonwritten sources. For students to learn to think like an archaeologist or an anthropologist is very exciting."

Students inevitably have questions about current events. "We study *The Rise and Reach of Islam* their very first trimester. The notion that history helps inform the present is, I hope, something that we instill in our students," she says. "Students look at the Mongol invasion of present-day Afghanistan and want to know the latest news from that area. If the kids leave the classroom with questions to explore about the present, that is great."





## BIOLOGY 600

### Molecular Biology Laboratory Research

*Find origine pender* Phillips Academy's seal affirms it and Kristen Johnson's take on teaching science manifests it. *The end depends on the beginning.* It is hard to talk about advanced studies in molecular biology at Andover without acknowledging Dr. Johnson's enthusiasm for interacting with students at every level of the science curriculum. It all starts with first steps.

"I love teaching *Intro to Biology* to the ninth-graders. If I can spark their interest, they will be the ones to go on to advanced study, to the molecular biology laboratory and beyond. I hope to introduce them to fields and opportunities they have never heard of," says Dr. Johnson.

To that end, she, along with the rest of the science faculty, is always coming up with creative ways to engage juniors, our freshmen. "In one class they might physically act out a biological process. When we study the process of photosynthesis, the students become parts of a chloroplast—a flashlight is the sun, tennis balls are electrons."

Doing science is the first goal of Andover's science program. It is how many students learn best and how true understanding seeps in. It is the principle that also guides the Molecular Biology Research Program at Andover.

The advanced program begins with *Biology 600*, a course in the basic techniques of laboratory research. Students learn how to clone DNA using bacteria, how to make copies of their own DNA from cheek cells, and how to carry out a well-controlled experiment and analyze data.

And then, with Dr. Johnson and other mentors, students use the laboratory to embark on their own independent research in molecular biology. Independent projects have ranged from looking at the abrogation of cancer cell proliferation in the presence of substances, such as vitamin D, to gene silencing in *C. elegans* worms using RNA interference techniques to the complexities of improving the fidelity of *in vitro* DNA replication.

"All of this research happens right here on campus because we have great facilities—and enthusiastic students and faculty. Keep in mind, these are *high school students* learning to carry out complex, well-controlled experiments, gather and analyze data, and troubleshoot problems," Dr. Johnson says. "I enjoy seeing these young scientists grow."

“I enjoy seeing these  
young scientists grow.”











“Discourse and debate are so highly valued at Andover.”







PHILOSOPHY AND RELIGION 430

## Law and Morality

*Law and Morality* is the sort of class that promotes deep-into-the-night conversation. What does an ideal society look like? What role does government play in that? What role do we have as citizens? What authority should the government have over individual lives and choices?

Tom Hodgson, chair of the Department of Philosophy and Religious Studies, has been stimulating Andover's young minds for more than thirty years. Readings on justice and equality in society by Plato, 16th-century British philosopher Thomas Hobbes, and the 20th-century American John Rawls fuel robust classroom debate.

"Discourse and debate are so highly valued at Andover. We debate both sides. By helping students to reflect on power and authority and by delving into the writing of great thinkers, this class helps them understand their own views and moves them to a deeper understanding of Western political philosophy and how that plays out today," he says.

The latter part of the class focuses on democratic theory during the last five years. How does democracy work here? Is it possible or even ethical to spread a "Freedom Agenda" around the world? "Unless we understand the under-pinnings of our own Western political philosophy, how can we hope to understand non-Western political thought?

"This generation of students must recognize the importance of elevating political discourse, and philosophy can help. The central goal of our discussions is not to declare winners in our debates or establish a single set of unassailable beliefs, but to deepen understanding of complex theoretical and practical issues. We should all come away with better informed and more open minds," he says.



## ACADEMICS

## AT-A-GLANCE

5:1

Ratio of students to faculty

39

Faculty holding PhD degrees

222

Total faculty

13

Average number of  
students per class

95+

Percent of faculty who  
live on campus

300

Total number of  
courses offered

121

Faculty holding master's degrees

**THE ACADEMIC PROGRAM** fosters excellence in all disciplines within the liberal arts tradition. Faculty members guide students in mastering skills, acquiring knowledge and thinking critically, creatively, and independently. The school strives to help young people achieve their potential not only intellectually, but also artistically, athletically, and morally, so that they may lead responsible and fulfilling lives.

16,500

Works in the Addison Gallery of American Art

150,000

Volumes in the Oliver Wendell Holmes Library

600,000

Objects, photos, and documents in the  
Robert S. Peabody Museum of Archaeology

10,000

Images in the Peabody Museum  
image collection

150+

Total electives that can be taken at Andover,  
many of which you might not find anywhere else!A very short listing of unique electives includes  
*Fluid Mechanics, Existentialism, American Popular  
Culture, African Drumming Ensemble.*

9

Foreign languages offered at Andover:  
Arabic, Chinese, French, German, Greek, Japanese,  
Latin, Spanish, and Russian. Plus, once a week,  
several languages host "language tables" in the  
dining hall where you can enjoy special desserts  
over conversation.



# Connect.



WHAT WILL YOU DO?

When Phillips Academy began in 1778, it vowed to educate "youth from every quarter." The first class enrolled 13 boys. We presume our founder, Samuel Phillips Jr., himself a young man of 26, would be quite pleased to see how his fledgling school has grown. "Every quarter" today encompasses approximately 1,100 young men and women with a nearly equal number of each. (This ratio would likely delight Samuel's wife, Phebe, for it was she who conceived of an academy for girls, which would later become Abbot Academy.)

Our youth today come from a range of family backgrounds and educational experiences. Translated, that means Andover welcomes a panoply of people, with their own personalities. They come motivated and bright, as juniors (that's what we call our ninth-graders), as lowers (tenth-graders), as uppers (you're following now), and sometimes even as seniors and post-graduates (that is one extra year beyond senior).

You will find some students have lived their whole lives in one place (New York City, Tokyo, or Missoula, Montana), while others have barely stayed still. Some experienced their first snow with us, others have not yet put their feet in the sea. Andover youth wear jeans and t-shirts, hemp and pearls, sparkly flip-flops and vintage skirts, bows and beads and ties, and lots and lots of blue. You may find people you have been waiting to meet your whole life (but never even knew it). You will be guided by great teachers who are coaches and dorm counselors and mentors. Dormmates and classmates who are helpful, witty, inspiring, devoted, and perhaps occasionally inflexible. We are all, after all, very human, with soft hearts and hard resolve.

As E.M. Forster bade us in *Howards End*, "Only connect!" He went on to write, "Live in fragments no longer." By this measure, Andover is a true community—a sum of extraordinary, interdependent parts.

**WHO AM I?** It's as if Andover and I are working on it together. I have found, thus far, that 1) I am an actress. I had very little real stage experience when I got here and yet I quickly dove into our amazing theatre scene. Drama Labs, 24-hour plays, plays just for juniors. The day after auditions, I'm the first one looking for my name on the call board. 2) I am a copywriter. I love *Pot Pourri*, Andover's yearbook. I collect quotes from campus events and happenings and send them to the editors to incorporate into the book. The *Pot Pourri* room has a certain energy in it that makes me eager to attend meetings every week. 3) I am a dormmate and friend, living in the largest junior girls' dorm on campus. As a dorm representative, I work with the Cluster Council to plan events such as the Halloween Dance and the Pine Knoll Cluster dinner. We have all become very close in Nathan Hale. We watch *Grey's Anatomy* together and have Sunday brunch at the Andover Inn. 4) I am BLUE. I bleed blue, breathe blue. Phillips Academy has a lovely sense of community and a ridiculous amount of school spirit. GO BIG BLUE!

JUNIOR FROM McALLEN, TEXAS

# Daniela







# Trisha

UPPER FROM SAN FRANCISCO, CALIFORNIA

## WHAT HAVE I LEARNED ABOUT MYSELF?

I play the piano for the realization that music is emotive and also for the sake of continuity in my life, for I am sentimental. I love to read. I have taken to filling my bookshelf with such authors as Faulkner and Dostoevsky in an attempt to trick myself into becoming well-read. Progress is snail-like. ■ I enjoy making obscure historical references that have little to do with what I am actually saying but create a nice effect. I am also fascinated by parallelism, so not only do I tend to get those types of sentence-error questions correct during SAT practice, I tend to seize every opportunity to craft a sentence that places "preservationist" next to "conservationist." I consider myself both those things. ■ I am half-Indian, half-Scottish, and my dual identity — if one could call it that — is a large part of me. My ninth grade year, I joined the Indian-Pakistani Society (Indo-Pak), and I developed a curiosity for the Indian culture with which I was not very well acquainted beyond some of its cuisine. ■ I am somewhat of a perfectionist, not in a maniacal way, but because I believe in the beauty of achievement and symmetry. I live in a beige-ish picket-fenced house with wooden floors and patterned rugs with my mother, my father, and my four-years-older-than-me brother. I am blunt, intermittently subdued, sporadically excited, and often sarcastic. I think I've used the pronoun "I" too often for my head size's well-being, though, so I shall leave off here.

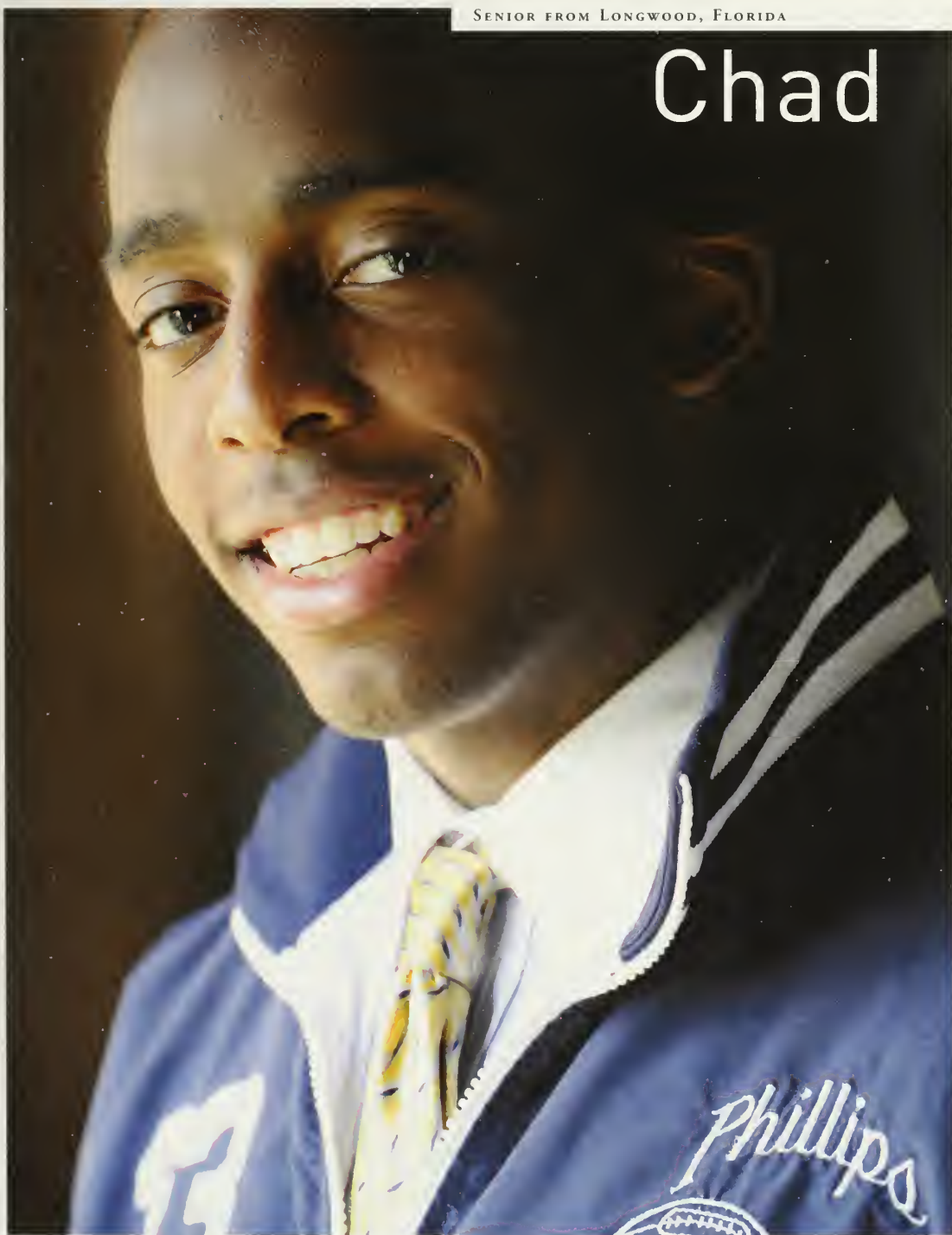


**WHAT DO I FIND?**

My name is Charles but no one here calls me that. It's always Chad. I came to Andover in tenth grade because my public high school just wasn't challenging enough. I was so refreshed by how *small* Andover was (really!). I love being part of a team. When the home crowd is chanting your name, it's unbelievable. Andover football won the championship three years in a row. To be part of those victories was amazing. My friends here are from all over the world—Singapore, Paris, Mexico City. I guess one way to sum me up is open. I'm always open to something new happening next—improv comedy troupe, sports radio announcer, sports editor for the newspaper, running back, designing and building a computer game from scratch for my Independent Project. I did it all.

SENIOR FROM LONGWOOD, FLORIDA

# Chad



**WHAT WILL I LEAVE BEHIND?**

When I came to Andover, I showed up with long blonde hair and a ton of confidence. There wasn't much that made me stand out other than the hair. I'd taken drum lessons, played lacrosse and basketball. I was a good student, but I wasn't spectacular in any particular area. ■ So I staked out my place at Andover in the front rows of football and hockey games, in the Chinese department, in Russian Club, at Christian Fellowship—the list went on. Since I hadn't found anything I was amazing at, I figured I would sign myself up for everything I could fit. ■ I found that I loved two things: being on the Merrimack River and being in and around the Andover community. I signed up for crew in the fall and after daily three-hour practices and a considerable amount of work ethic, I was rowing on the first varsity boat by spring of tenth grade. I am ceaselessly entertained by Andover happenings, from athletic events to dances and winter intramural sports. I also get to entertain everyone by performing with our *cappella* group, the Yorkies. ■ When I got to Andover, I was struck dumb by the wisdom of the seniors. Not only did they know the ins and outs of academics, athletics, and social organization, but they seemed to have flawless knowledge of Andover traditions. Best of all, though, they were not "too cool for school"—or for us. ■ It is up to me and other senior community-builders to pass on the fun, engaging community to the classes after us and leave our own mark behind. I hope that I am remembered as an ever-flowing fountain of Andover wisdom and as an integrator and builder of the PA community.

SENIOR FROM WILMETTE, ILLINOIS

Chip





# Radka

UPPER DAY STUDENT FROM NORTH ANDOVER, MASSACHUSETTS

**WHAT ARE MY PASSIONS?** I am passionate about astronomy, physics, telescopes, nebulae, galaxies, red flashlights, green lasers, clear nights, and beautiful gas- and dust-filled pictures. I help children, mentally challenged residents, elderly, families, communities, and people. I am attached to Košice, Slovakia, wooden puzzles, wooden playgrounds, Slovak, *korunas*, *kraslice*, Rusyn heritage, *dukátové buchtičky*, grandparents, cousins, aunts, uncles, and friends. That's just a tiny portion of who I am.





# Daniah

UPPER FROM DHAHRAN, SAUDI ARABIA

## HOW CAN I AFFECT THE WORLD RIGHT NOW?

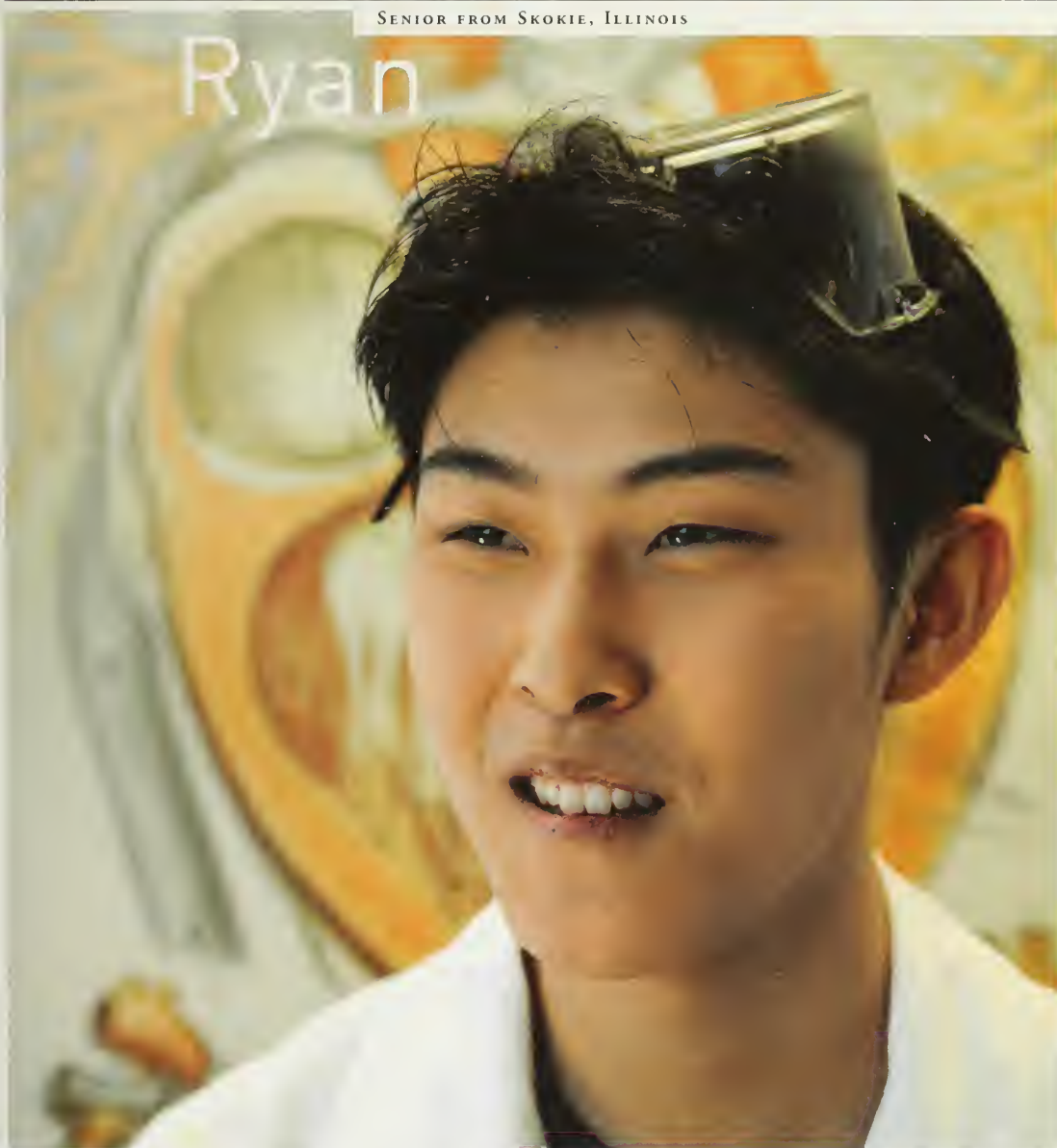
I grew up in a beautiful country so rich in culture and tradition yet still mired in inequality among the sexes. I wanted a better education than the one presented to me at home—as an Arab woman. I came to Andover because of its strong academic reputation and because it is a place where students respect each other, the school, and the community. I love that I can discuss Dickens' *Great Expectations* in a class that includes an Americanized Muslim girl raised in Saudi, an African-American student from Brooklyn, and a student from Hong Kong—that I can attend a culture show featuring Indian, African, and Arab dance routines followed by a European polka and a Southern square dance. All of this diversity and talent has shaped me as a leader at Andover as a prefect in my dorm and as president of YAALA (Young Arab and American Leaders at Andover). My CAMD (Community and Multicultural Development) research project allowed me to investigate the sources of tension between the Arab world and the United States (as viewed from the Arab street) and ultimately to work at promoting understanding between two parts of the world that I cherish deeply. I hope I am, and will continue to be, a bridge-builder between these two fascinating cultures, both dear to my heart.

**WHAT "TYPE" AM I?**

Before Andover, I could answer that in a sentence. I was a math/science guy who dabbled in various musical instruments and tried to play sports. I can now say, proudly, that I have no idea what "type" of guy I am. I have acquired passionate interests in economics and international relations, enjoyed creative writing, and even begun to like literary analysis. ■ I have pushed myself further and further into the sciences, for which I still have endless enthusiasm. I have been able to take three Independent Projects—one in medicine run by the school physician, one in biology conducting research in our campus molecular biology lab, and one in chemistry conducting laboratory and academic research into environmental technologies. I've taken physics at the second- or third-year college level and look forward to *Quantum Mechanics* next term. No matter how hard I push, Andover has always been ready to push me further. ■ I have been in Jazz Band and Concert Band on the alto, tenor, and baritone saxophones. I fought in vain to control the shaking in my knees as I took my first solo in front of an audience, blowing into the horn and wiggling my fingers desperately in hopes of sounding the right notes. I have played squash and fought through the inarticulate (not a word, I know) pain of crew—character building at its finest. I've discovered skills I never knew I had (still working on being in two places at once). I have seen talents in others, every day, that I can only wish I had. I've been encouraged and humbled more times than I can count, and each time learned a bit more about myself.

SENIOR FROM SKOKIE, ILLINOIS

Ryan







# Thomas

JUNIOR FROM NEEDHAM, MASSACHUSETTS

## WHO AM I?

I am a boy who has seen so much of the world. A boy who enjoys hearing sweet notes rise from the piano to my welcoming ears. I love diving into stories—imagining worlds foreign and familiar. I love the outdoors—playing in the grass and the trees, feeling the wind brush my face and the sun warm my skin. I love drawing my desired world, my favorite places. I love history and understanding what, why, and how the world came to be. Every time I learn a piece of history, my mind becomes more complete. Each fact is a puzzle piece that I have been collecting and putting together in my mind for almost 15 years. I am a boy—with many interests. A boy who is becoming a man. A man who has a goal to enjoy life, succeed, and be true to myself. But most important — to have fun.



## STUDENTS

AT-A-GLANCE

**ANDOVER GRADES HAVE UNUSUAL NAMES** Ninth-graders are called **juniors**. As the school's youngest members, juniors have a special academic and residential program designed to guide them successfully through their first year. Tenth-graders are called **Lower Middlers** or **Lowers**. Lowers, too, have a special program, the **PACE** curriculum, a series of classes with topics ranging from peer relations to personal wellness. Eleventh-graders are called **Upper Middlers** or **Uppers**. Twelfth-graders and postgraduates are **Seniors**.

**204**

Juniors

**273**

Lowers

**295**

Uppers

**328**

Seniors

### YOUTH FROM EVERY QUARTER

**1,100**

Total Students

**805**

Boarding Students

**295**

Day Students

**984**

from United States

**116**

International

### COMMUNITY AND MULTICULTURAL DEVELOPMENT (CAMD)

The mission of the Office of Community and Multicultural Development is to raise awareness and encourage understanding of differences of race, ethnicity, religion, gender, socioeconomic class, geographical origin, and sexual orientation. Recent special events include:

Asian Arts Festival  
Black Arts Celebration  
Community Service  
Celebration Day  
Community Service Public  
Service Speaker Series

Divali  
Gay Pride Celebration  
GeograBee  
International Festival  
and Dance  
International Women's Day

Jewish Cultural Weekend  
Latino Arts Celebration  
Martin Luther King Jr. Day  
Non Sibi Day  
Oxfam Benefit Auction

### RANDOM FACTS

**32**

Yearly All-School Meetings.  
Every Wednesday, the entire  
school gathers in the chapel for  
announcements, entertainment,  
and often a special speaker.

**34**

Percent of student body  
comprised of students of color

**37**

Countries represented  
in the student body

**42**

Percent of the student body  
on financial aid

**48**

U.S. states represented  
in the student body

**50:50**

Ratio of boys to girls

**100**

Members of the  
Blue Key Society there to  
welcome new students  
at orientation

# Serve and lead.



WHAT WILL YOU DO?

Phillips Academy's constitution was signed just two years after the U.S. Declaration of Independence. In the context of that burgeoning democracy, it stands that our founders would feel a responsibility for the public good.

That leads us to Andover's most indelible of tenets. *Non sibi*. "Not for self." Over the centuries, the notion of service to others has helped to define and guide the Academy. Today, *non sibi* not only lives at Andover, it flourishes in grand and in small ways—from service missions abroad to local grassroots initiatives to progress in "greening" the campus. The *non sibi* commitment runs so deep that more than 400 students each trimester and a large number of faculty and alumni are involved in multiple programs of service throughout the year. You may volunteer once each term or several hours each week. It may be part of an academic course or an independent project.

Like a mantra, *non sibi* helps all of us in the Andover community remember our responsibility to society in our own backyard and around the globe—to serve and to lead. Andover's outreach programs, which engage students beyond those who attend school during the academic year, fulfill the Academy's *non sibi* motto as a private school with a public purpose. For information about outreach programs see page 99.

## NON SIBI DAY

### ANDOVER COMES TOGETHER

In September, the Andover community, at home and at large, "unites" for a day of community service. Students, faculty, staff, alumni, and parents work on projects and problems locally, nationally, and around the globe.

During the first Non Sibi Day, more than 100 different projects were developed and staffed by 1,600 volunteers in 27 states and 13 countries,

representing five continents. The entire ninth-grade class joined with Groundwork Lawrence in its annual Spicket River Cleanup. Other students and faculty painted, sorted donated clothing and food, served meals, and coached children from the Lawrence Boys and Girls Club. Alumni took on literacy projects, shorefront cleanups, vegetable harvests, and construction of homeless shelters.





## SERVICE LEARNING

### SPANISH 530: ADVANCED SPANISH LANGUAGE IN THE LAWRENCE COMMUNITY

The obvious "community service" component of a class like *Spanish 530* might involve tutoring students and elders in the English language. Or how about helping 7-year-olds feel more comfortable about their dual heritage through student designed reading and writing curricula? Mark Cutler, the class's instructor, says it best:

"We look at issues of duality in the Hispanic world, particularly aspects such as bilingualism, biculturalism, and youth identity. In partnership with two organizations in Lawrence, the Henry K. Oliver School and the Senior Center, we explored these topics through the eyes of second-graders and elders of the Hispanic

community right next door. With the school-children, we taught reading and writing in Spanish with folkloric tales from Latin America; with the elders we discussed the realities of living and growing up Hispanic in the U.S. and Lawrence. Our experiences with both groups were revealing and engaging for all involved, and they provided opportunities for us to take our learning beyond the four walls of the classroom on a weekly basis.

"It's true. Not only were we mentors for the younger students, but they and the elders also taught us with authenticity about Hispanic-American life."









## ALTERNATIVE SPRING BREAK

### LENDING MANY HANDS IN SOUTH CAROLINA

Since 1996, the Community Service Program has sponsored Alternative Spring Break trips to the Sea Islands of South Carolina for the first week of spring vacation. Faculty and students spend the week working to refurbish and construct housing in cooperation with Rural Missions, Inc., a local organization focused on improving the quality of life for low-income residents. In addition, students have the opportunity to meet and work alongside local community leaders.

"It's another way that Andover 'walks the walk' in its commitment to community service," says Chad Green, director of community service at Andover, who accompanies and works with the students along with faculty member Rev. Michael Ebner. "Each week hundreds of students participate in service projects on campus and in the community. Alternative breaks get them out to experience the wider world."



## SUMMER INTERNATIONAL SERVICE

### NISWARTH

During summer break, Andover sends a group of students and faculty to Mumbai, India, to work in partnership with an Indian school on children's rights, literacy, and community development projects. Appropriately, the three-week summer service-learning project is called *Niswarth* which means *non sibi* in Hindi.

The students, working and living with counterparts from the Udayachal School in Vikhroli, a northeast suburb of Mumbai—study the status of children's rights in India and work with two prominent nongovernmental organ-

izations in Mumbai to learn about complex issues related to poverty, primary education, legal services, and basic health care for children in urban settings.

"One day students will be in an apartment, getting to know a family; the next they will be meeting with the CEO of a company or government minister. By immersing them in the daily life and giving them access to lots of perspectives, they are moved to pursue action in their own ways, whether it's microfinance or social justice or urban design," says Raj Mundra, assistant dean of the Office of Community and Multicultural Development (CAMD) and instructor in biology, who developed the program and accompanies the students on the powerful journey. "They see beyond themselves and go beyond anything that is familiar."

For student reflections on their experience, visit the blog: [www.niswarthandover.blogspot.com](http://www.niswarthandover.blogspot.com).



## ONGOING COMMUNITY SERVICE PROJECTS

**ANIMALS**

MSPCA

Windrush Farm

Therapeutic Equitation

**ARTS/MUSIC**

Andover Filmmakers' Club

Andover-Lawrence String Program

Movement City

Music Enrichment Program

Music for Life

Theatre Troupe

**ELDERLY**

Academy Manor Nursing Home

Music for Life

**ENVIRONMENTAL**

Groundwork Lawrence

**HEALTH**

Corpus Christi AIDS Hospice

Greater Lawrence Family

Health Center

**HOUSING AND HUNGER**

Alternative Spring Break Trip

Bread &amp; Roses

The Food Project

Greater Boston Food Bank

Lawrence Community Works

Lazarus House

Oxfam

Walk for Hunger

**NEW AMERICANS**

Andover Chinese Cultural Outreach

Commons ESL

Family Service Inc.

*French 400—The Francophone  
Presence in the U.S.A.*Korean Cultural Outreach  
at Andover

Project VOICE

*Social Science 573—The Urban  
Studies Institute**Spanish 530—Advanced Spanish  
Language in the Lawrence  
Community***POLITICAL ACTION**

Adopt a Platoon

Amnesty International

Center for Global Justice

Oxfam

Project VOICE

**SPECIAL NEEDS**

ARC

EMARC Swimming

Windrush Farm

Therapeutic Equitation

**YOUTH**

Andover Filmmakers' Club

Andover-Lawrence

String Program

Bancroft Elementary

Bread Loaf Pen Pal Program

and Writing Workshop

The Children's Place at

Phillips Academy

Community Day Care

Preschool

*English 541—Writing Through  
the Universe of Discourse*

Lawrence Boys' &amp; Girls' Club

Music Enrichment

PALS

Project VOICE

Science Club for Girls

*Sí, Se Puede*

SIS

Sports Clinics

Theatre Troupe

World Games

Youth Explorations in Science

**SPECIAL EVENTS**

Alternative Spring Break Trip

Bread &amp; Roses Picnic

Clothing, toy, and food drives

Martin Luther King Jr. Day

Non Sibi Day

Walk for Hunger

**ON CAMPUS**

Adopt a Platoon

Andover Chinese Cultural Outreach

Andover Filmmakers' Club

ARC

Center for Global Justice

The Children's Place

Commons ESL

Korean Cultural Outreach  
at Andover

Oxfam

**ACADEMIC COURSES RELATING  
TO COMMUNITY SERVICE***English 538—Atomic America:  
American Literature  
1945–Present**English 541—Writing through  
the Universe of Discourse**French 400—The Francophone  
Presence in the U.S.A.**Interdisciplinary Science 500—  
AP Environmental Science**Psychology 420—Introductory  
Psychology**Psychology 430—Developmental  
Psychology**Social Science 571—Issues in  
Gender Relations**Social Science 573—The Urban  
Studies Institute**Spanish 530—Advanced Spanish  
Language in the Lawrence  
Community*



## COMMUNITY SERVICE

### AT-A-GLANCE

**PUBLIC AND COMMUNITY SERVICE** are integral to the educational mission of Phillips Academy. In accordance with the school's motto, *non sibi* ("not for self"), the Phillips Academy Community Service Program strives to:

- promote and provide structured opportunities for students, staff, and faculty to engage in public service;
- foster collaborative relationships with individuals, organizations, and schools that address problems and build upon assets of local and global communities;
- connect academic learning to community problem solving through the development of service-learning courses in a variety of disciplines;
- inspire responsibility and personal growth by supporting volunteers, encouraging student initiatives, and providing a comprehensive leadership education program; and
- motivate students to consider and act upon issues of social justice and civic responsibility and thus foster a commitment to a lifetime of effective participation in public life.

— written by the 1997–98 student coordinators and faculty advisory board

# 1

Spread the Love week, organized by the community service student coordinators and featuring four nights of programs related to social issues

# 30

Houses repaired or built in the past 12 years thanks to the students, faculty, and staff who spent their spring break doing volunteer work in South Carolina

# 7

Towns with projects with which Andover students volunteer. Andover has partnerships with more than 30 different area organizations.

# 1,600

Volunteers for Andover's Non Sibi Day worldwide community service day. The scope of the day included 100 service projects, 5 continents, 24 states.

# 9

Academic courses that are focused on community service activities and programs

# ∞


Leadership opportunities in community service. If you'd like to get involved beyond volunteering on a term-by-term basis, you can become a project coordinator, lead a Non Sibi Day project, be a member of the Community Engagement Council to plan awareness-raising events on campus, or be a team leader during the Walk for Hunger.

# 18.53

Percent reduction in energy consumption during the Green Cup Challenge



# Cluster.



WHAT WILL YOU DO?

How best to describe the phenomenon of size at Phillips Academy? How can Andover at once feel small yet vast? Our bounty of classes and clubs and opportunities is indeed possible because of our sizeable student body, faculty, and resources. Yet students feel at home here, relishing the closeness of a small residential community. To answer this conundrum: Andover feels “small-big” because of our neighborhoods.

Imagine an expansive oak tree, say 250 years old. That’s Phillips Academy. Then picture five of its strongest limbs. Those are our neighborhoods, our “clusters.” The five clusters are organized by the geographic locations of their member dorms (those would likely be the smaller branches). Student orientation, special events, intramural sports, and weekly study breaks, called munches, are arranged by cluster. Each has its own Blue Key spirit leaders. Clusters serve as a home base for boarding and day students, from which they are encouraged to branch out into the larger community. You will quickly discover that your cluster is the best home away from home.



Clusters create the personal atmosphere of a dynamic neighborhood in which people get to know each other through living together and sharing in cluster functions.







Dormitories vary in size, housing from four to 43 students. One faculty family is in residence in the smaller dormitories, while larger dormitories have as many as four faculty residences.





# SCENES FROM INSIDE

**KEY:**

JUNIOR = FRESHMAN

LOWER = SOPHOMORE

UPPER = JUNIOR

SENIOR = SENIOR

POSTGRADUATE =

SENIOR + 1

G-UNGA = ANDOVER'S MASCOT

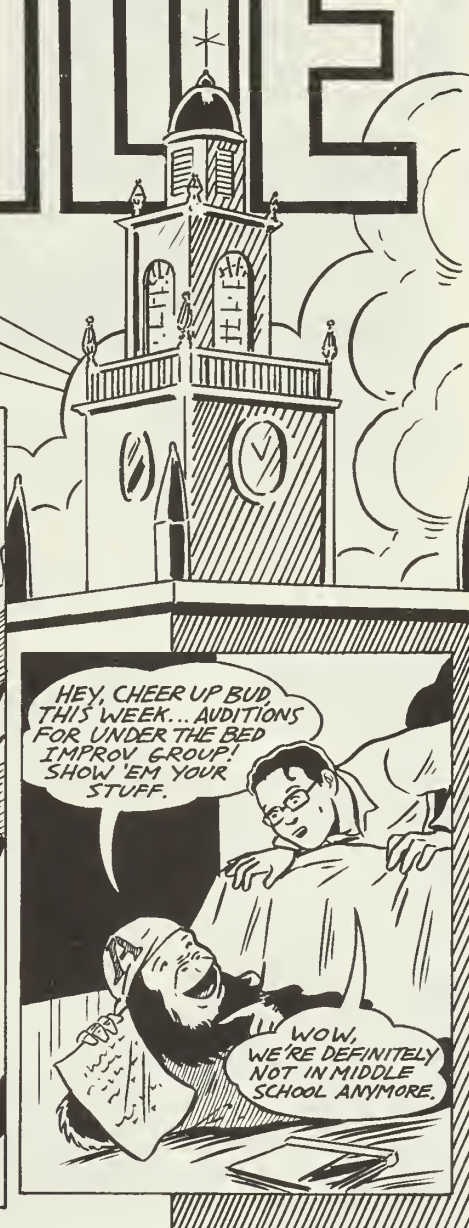
WELCOME, PATRICK, TO  
71.82091° x 43.43687°, YOUR NEW  
LONGITUDE AND LATITUDE, YOUR  
BRAVE NEW WORLD.

SIGH: BYE MOM. BYE DAD.  
BYE TAILLIGHTS.

I HOPE THIS BOARDING  
THING WORKS OUT. IT SEEMS  
KINDA NUTS. A DORM WITH 36  
OTHER FRESHMEN, OR I MEAN  
JUNIOR GUYS? WHAT IF NOBODY  
LIKES ME? WHAT IF I DON'T  
LIKE ANYBODY? -  
UH, OH....

HEY, CHEER UP BUD  
THIS WEEK... AUDITIONS  
FOR UNDER THE BED  
IMPROV GROUP!  
SHOW 'EM YOUR  
STUFF.

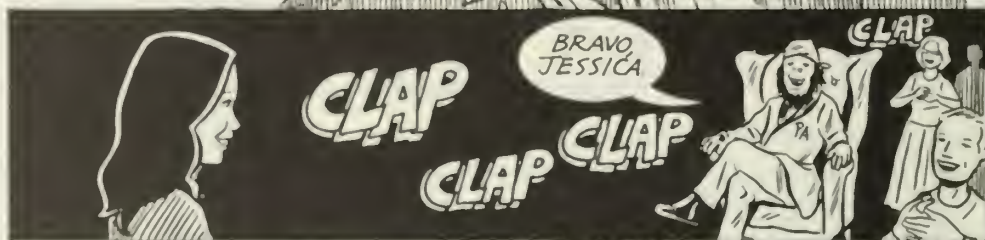
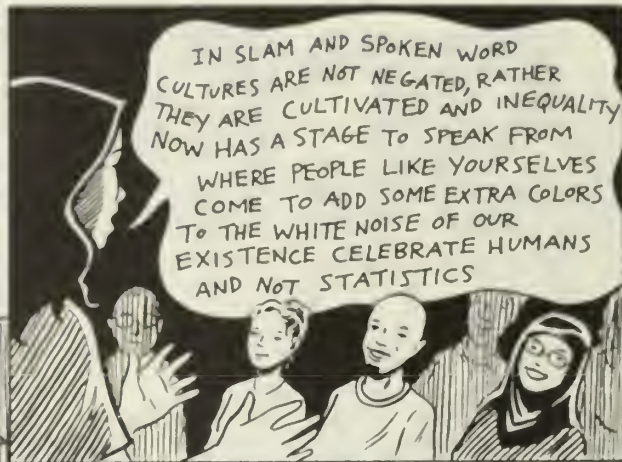
WOW,  
WE'RE DEFINITELY  
NOT IN MIDDLE  
SCHOOL ANYMORE.



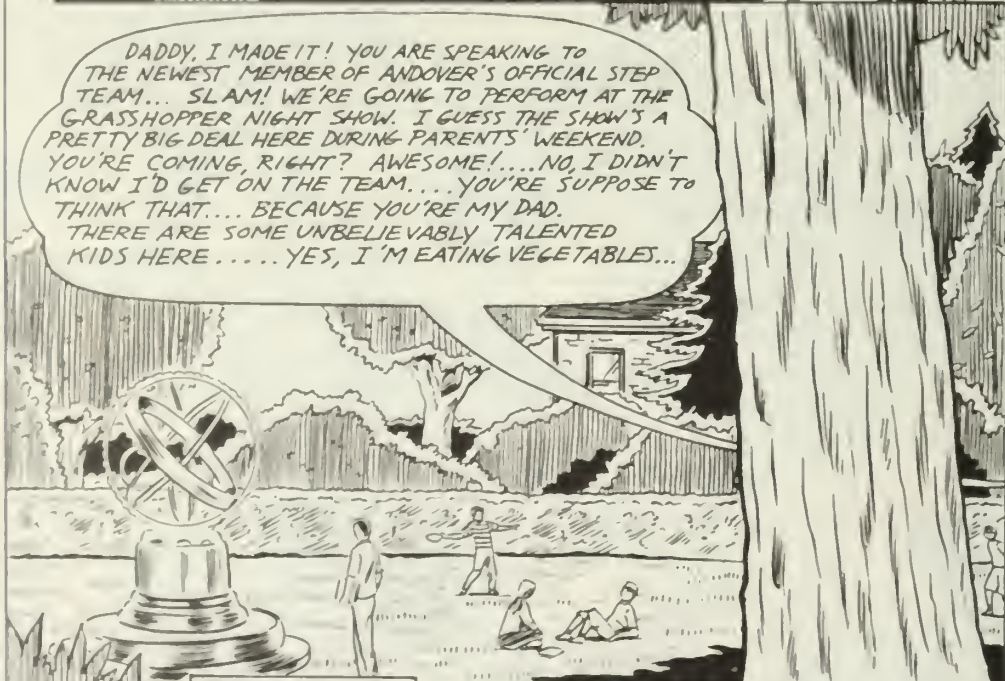
I WAS NEVER THE COOLEST KID IN MIDDLE SCHOOL. I COULD NOT MASTER THE SWAGGER THE "LIKE SO WHATEVER" OF BOY-GIRL JABBER BECAUSE TO ME I WAS NO TEENAGE ROBOT THAT COULD BE TAUGHT TO BE SILENCED.



IN SLAM AND SPOKEN WORD CULTURES ARE NOT NEGATED, RATHER THEY ARE CULTIVATED AND INEQUALITY NOW HAS A STAGE TO SPEAK FROM WHERE PEOPLE LIKE YOURSELVES COME TO ADD SOME EXTRA COLORS TO THE WHITE NOISE OF OUR EXISTENCE CELEBRATE HUMANS AND NOT STATISTICS



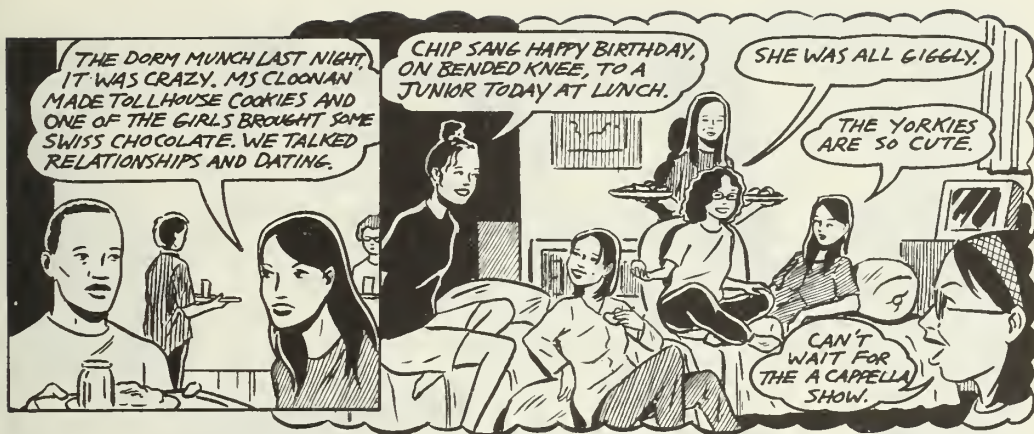
DADDY, I MADE IT! YOU ARE SPEAKING TO THE NEWEST MEMBER OF ANDOVER'S OFFICIAL STEP TEAM... SLAM! WE'RE GOING TO PERFORM AT THE GRASSHOPPER NIGHT SHOW. I GUESS THE SHOW'S A PRETTY BIG DEAL HERE DURING PARENTS' WEEKEND. YOU'RE COMING, RIGHT? AWESOME!....NO, I DIDN'T KNOW I'D GET ON THE TEAM....YOU'RE SUPPOSE TO THINK THAT.... BECAUSE YOU'RE MY DAD. THERE ARE SOME UNBELIEVABLY TALENTED KIDS HERE.....YES, I'M EATING VEGETABLES...



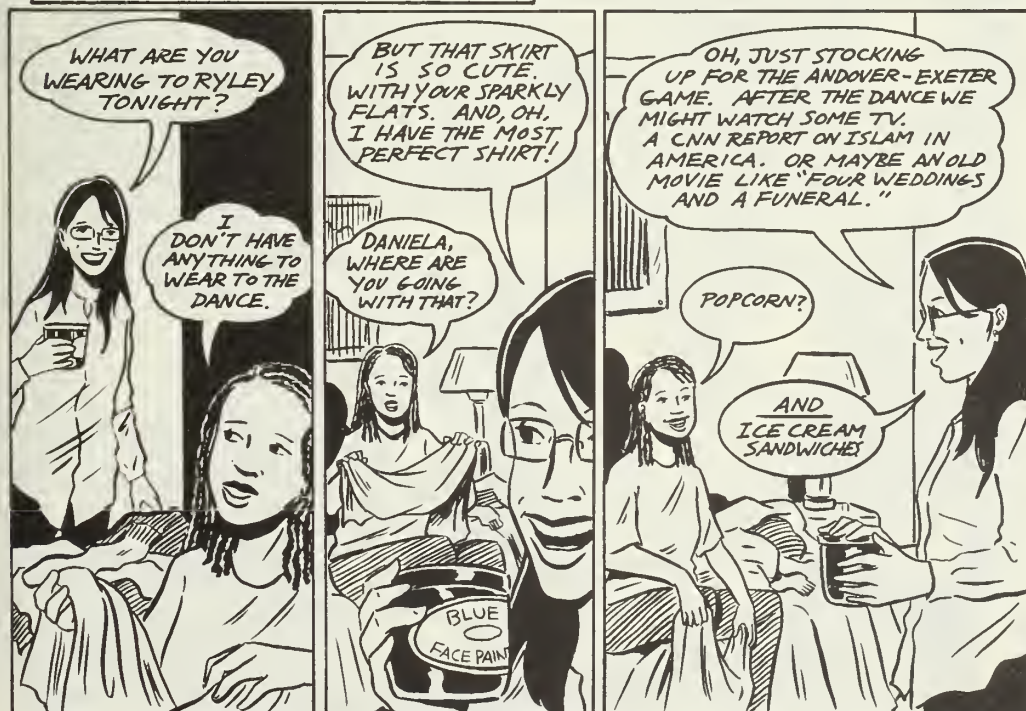
**PEOPLE PRIMER:**

- HOUSE COUNSELOR- FACULTY MEMBER WHO LIVES IN EACH DORM.
- PREFECT- UPPERCLASSMAN WHO LIVES ON EACH FLOOR OF A NINTH- GRADE DORM.
- PROCTOR- STUDENT LEADER ON EACH HALL OF A 10<sup>TH</sup>-12<sup>TH</sup> GRADE DORM.
- CLUSTER DEAN- ADMINISTRATOR WHO IS IN CHARGE OF EACH CLUSTER.
- BLUE KEY HEAD- NEW STUDENT ORIENTATION AND SCHOOL SPIRIT LEADER.





MEANWHILE AT NATHAN HALE HOUSE...





SHANE'S 10<sup>TH</sup> GRD.  
TO-DO-LIST

- CREW TEAM
- AP LATIN
- SYMPHONY ORCH
- AP CHEM
- AP CALC
- SLEEP
- ROCK CLIMBING
- SPRING-BREAK SERVICE
- TRIP TO S. CAROLINA
- WRITE FOR THE PHILIPIAN
- SEARCH & RESCUE
- TUTOR (THURS. NIGHT  
SCI. STUDY HALL)
- HAVE FUN!

SHANE AND KIM ARE FRIENDS  
FROM SEARCH AND RESCUE.

GEE, SHANE,  
EVEN FOR ANDOVER  
YOU'RE AN  
OVERACHIEVER.



KIM'S 11<sup>TH</sup> GRADE TRUTH...

"I BELIEVE THAT PEOPLE SHOULD NEVER DO HARM-  
TO ONE ANOTHER, TO PLANTS, ANIMALS, THE ENVIRONMENT-  
BUT OTHERWISE DO WHAT PLEASES THEM AND WHAT FULFILLS  
THEIR LIVES."



CHRIS, A DAY STUDENT, STUDIES IN THE LIBRARY.

WHAT A DAY. TIRED. SORE.  
STRESSED. HOCKEY... GRUELING.  
RUSSIAN... HIGHLIGHT. MR. SVEC ROCKS!  
OH, AND SEEING THAT  
GIRL AGAIN...

AH, THAT'S SO NICE.  
EVERYBODY IS. TOTAL RIGHT  
DECISION TO TRANSFER  
AS A LOWER.

Hi Chris,  
Nice running into you today.  
Thought this might cheer  
you up.

"Learn from yesterday,  
live for today, hope for  
tomorrow."  
Orison Sweet Marden

Как я вам уже часто говорил, Крис,  
знать - хорошо; лучше.  
"AS I'VE ALREADY FREQUENTLY TOLD YOU,  
CHRIS, TO KNOW IS GOOD; TO THINK IS BETTER."

ENTER RADKA AND  
JULIANNA...

MS ODDEN IS A GREAT  
TEACHER AND HAS BECOME  
A GREAT FRIEND. IT'S BEEN  
AWESOME TO FIND SOMEONE  
WHO SHARES MY PASSION  
FOR ASTRONOMY. IT CAN  
TAKE TWO OR THREE HOURS  
TO GET ONE PICTURE OF THE  
NEBULAE WE ARE STUDYING.

I'LL NEVER  
SEE THE SKY  
THE SAME WAY.

WOW.  
THANK'S FOR THE  
GALACTIC TOUR. YOU  
KNOW SO MUCH  
ABOUT STARS.

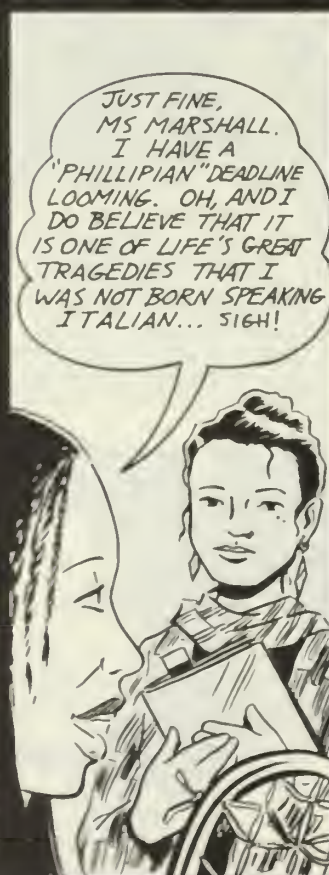




THERE'S SOMETHING GLAMOROUS AND REWARDING ABOUT COMING INTO MY ROOM WITH ONLY A MINUTE TO SPARE. CLUBS, CLASSES, SPORTS. THE UNENDING GO, GO, GO THAT IS ANDOVER. SCHOOL BREAKS AND SLEEPING LATE ARE TERRIBLY BORING COMPARED TO THIS.



HI, AUDREY,  
HOW WAS YOUR DAY?  
HOW'D THAT  
CALC TEST  
GO?



JUST FINE,  
MS MARSHALL.  
I HAVE A  
"PHILLIPPIAN" DEADLINE  
LOOMING. OH, AND I  
DO BELIEVE THAT IT  
IS ONE OF LIFE'S GREAT  
TRAGEDIES THAT I  
WAS NOT BORN SPEAKING  
ITALIAN... SIGH!



GOODNIGHT,  
AUDREY.  
SLEEP WELL.





M&D. got yr awesome  
pkge. hotpockets pkd  
in dry ice. masterful.  
luv #1 son  
tell #2 the joke bk was LOL  
thx

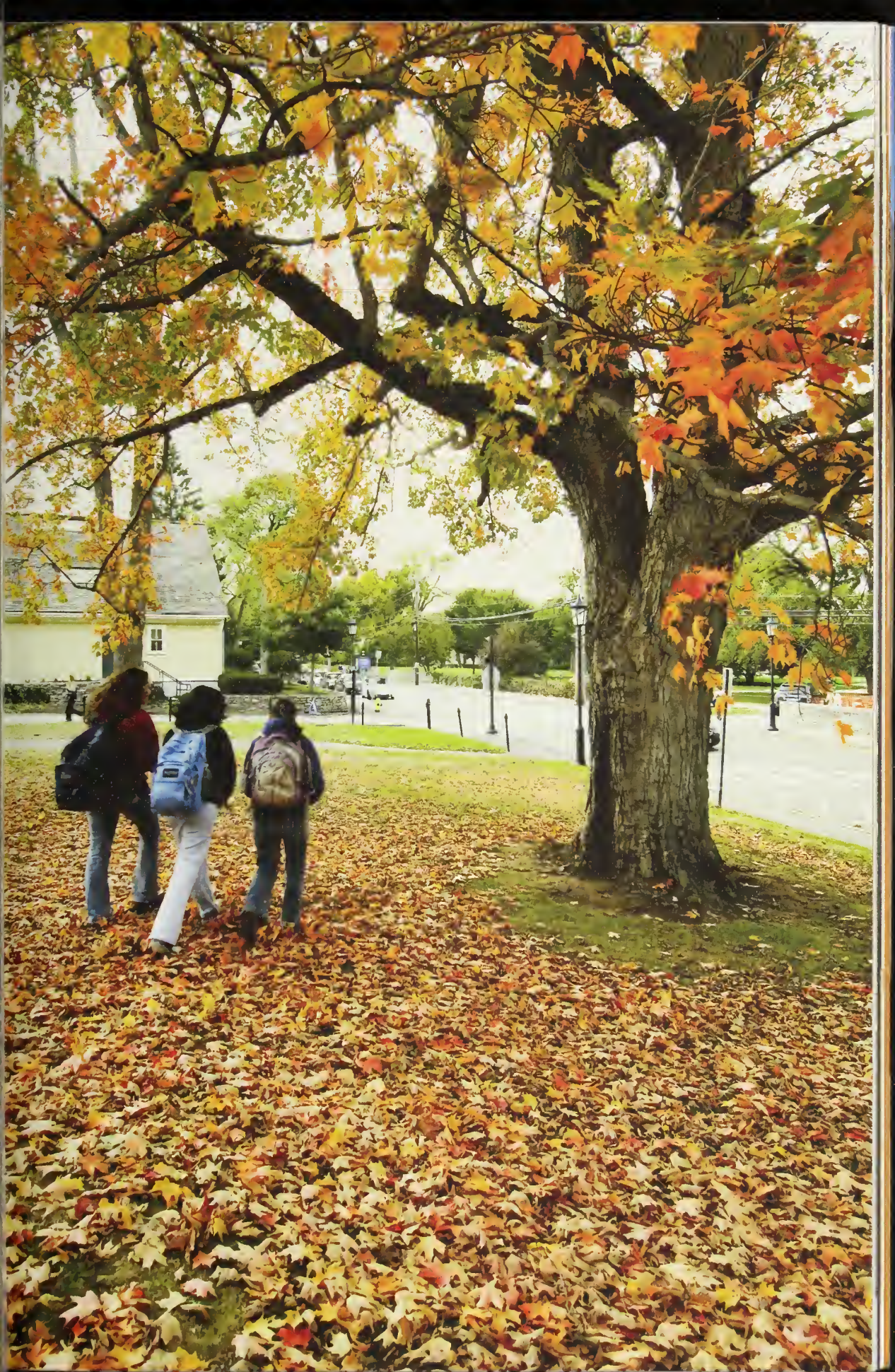
GO  
BLUE!

"ONE CANNOT STAND STILL: A PATH MUST BE TAKEN;  
TAKE THE PATH THAT WILL LEAD YOU TO HAPPINESS.  
FOR YOU CANNOT KNOW IT UNLESS YOU ATTEMPT  
TO TRAVEL IT, AND CANNOT EXPERIENCE JOY  
LEST YOU RISK ALL AND DEFEND IT WITH  
EVERY BREATH!"

GOODNIGHT ANDOVER.











Social events during the week are limited by the demands of the academic program, but the weekend program on campus is exciting and varied. Activities include theatre and musical performances, dances, concerts, coffeehouses, lectures, movies, art exhibitions, plays, and informal activities.



# RESIDENTIAL LIFE

AT-A-GLANCE

**THE CLUSTER SYSTEM OF FIVE DYNAMIC NEIGHBORHOODS** within the school is the heart of Andover's campus life. Designed to create opportunities for close student-faculty interaction, clusters give students the advantages of a small residential community. Each cluster of about 220 boarding and day students and 40 faculty families is led by a cluster dean and is a microcosm of the school, including students from all backgrounds with all sorts of interests. Student orientation, intramural sports, weekday social functions, Blue Key activities, and discipline are all organized by cluster. During the course of the school year, each cluster takes on its own distinct personality and spirit. (Cluster affiliations do not define groupings for academics, extracurricular activities, or interscholastic athletics.)



**1**

Dining hall where everyone eats all meals. Not surprisingly, it's called Commons.

**4**

Smallest number of students in a single dorm

**7**

Weekend events sponsored by clusters throughout the year. These include a luau dance, casino night, a fashion show, a cabaret, and Cluster Day, a full day of Olympic-style cluster competitions, concerts, and barbecues on the lawn.

**43**

Largest number of students in a single dorm

**95+**

Percent of the faculty living on campus

**100+**

Proctors and prefects helping to make dorm life fun! They organize hall events, act as a liaison between the house counselors and the students, and serve as older sibling figures who have "been there, done that" and can dispense advice at the drop of a hat.

**220**

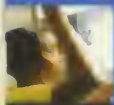
Day and boarding students from all classes in each cluster

**1,800+**

Movies available to rent free-of-charge through the on-campus library. If you're not in the mood for a film, you can also borrow board games and game consoles from the Student Activities Office.



# Speak out.



WHAT WILL YOU DO?

If Andover's academic program helps you learn to speak up with confidence, then extracurriculars give you a chance to speak out with passion. Student organizations are central to the Andover experience. No matter how busy the schedule, students always find time to try something new, delve deeper into their interests, discover new abilities. Right now, you might be the only one in your school interested in swing dancing, cricket, or theatre improv. At Andover, no student is an island for long. During your first week on campus, you will be courted by nearly ninety student-run clubs and groups. As a ninth grader, you might approach the activities as you would a buffet, partaking in several. By your lower or upper year, you inevitably will connect with others who share your affinities and focus on your favorites. Perhaps you will lead a cultural or religious group, serve as a diplomat to the Model United Nations, or join the Math Club or Eco-Action Group. If you do not find an existing club or publication to match your vision, we encourage you to launch your own. At Andover, anything is possible.

# The Five Ws, One H, and TGIF

Andover's student newspaper, *The Phillipian*, gives a glimpse of all that the Academy has to offer—opportunities to support a cause, lead a rally, perform on stage, hear a provocative speaker, make a point, test one's wit and wisdom, create and display art. If an opportunity does not exist, oftentimes students will take a grassroots approach—lobby support, seek funding, start a new club, or invite their own guest speaker.

Originally founded in 1877, *The Phillipian* itself is a stellar example of how devoted Andover students are to their organizations and clubs. The editorial staff responsible for *The Phillipian*, volume CXXX never failed to deliver an issue each Friday during the academic year. That's 29 issues, 400 or so pages, countless late nights, hundreds of editorial decisions, and probably hundreds of thousands of words. Even at Andover, that commitment and enthusiasm is nearly unmatched.

# The PHILLIPIAN

Veritas Super Omnia

Vol. CXXX, No. 29

Phillips Academy

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## LETTER FROM THE EDITOR

A2–A3

*Board CXXX Editor James Reflects on  
His Phillipian Experience*

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## POLITICAL NEWS FEATURES

A4

*Students Film Panel Discussion for CNN*

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## RECENT NEWS

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*Student Clubs and Organizations in the News*

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## ARTS AND EVENTS AROUND CAMPUS

A6–A7

*Campus Happenings*

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## BACK PAGE

A8

*CompSci Team Wins Invitational Contest*

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## Letter from the Editor

For more than half a century Phillips students have had the benefit of a free press. It is an honor and a responsibility that is seldom allowed to high school students. Not only does this provide the Andover community the typical benefits of a free press, such as an objective source of news and an open forum of discussion, it also gives the students involved a unique and invaluable educational experience.

Until I joined *The Phillipian* I had never had the opportunity to accomplish something entirely on my own. I had always had a teacher or a parent or some other mentor to fall back on when things got tough.

We report, we write, we edit, we design layout, we fact-check, we edit again, we "PDI" and we send our pages to press all on our own. We also deliver our newspaper,

balance our budget, manage our website, make long-term plans and design business strategies. We are careful to consider our public image and, when necessary, remain mindful of community politics.

The fact that students are granted a free press is representative of Andover's philosophy. Phillips Academy gives you the freedom to explore your aspirations, the resources to achieve them, and, in case you fail, just enough cushion to keep fighting. Our failures are our own, but so are our successes. There is nothing more rewarding than that.

James  
Editor-in-Chief, *The Phillipian*  
Volume CXXX

## ANDOVER GOES NEED-BLIND

FINANCIAL BACKGROUND NO LONGER A FACTOR FOR APPLICANTS

*"It's the right thing to do, and it's the only thing to do."*

Barbara Landis Chase, Head of School

Phillips Academy has adopted a need-blind admission policy for the 2008-09 academic year. The Admissions Office will make acceptances without regard to applicants' financial backgrounds and will meet all financial need of its accepted students.

In an exclusive to *The Phillipian*, Head of School Barbara Landis Chase said that the school will meet this goal, set out in Andover's 2004 Strategic Plan, years ahead of schedule.

Nearly all members of the Board of Trustees participated in a conference call with Chase on Friday, November 16, when the final decision was made to make Andover need-blind.

All those present on the call voted to go need-blind for the upcoming year after a thorough discussion, said Oscar L. Tang '56, the President of the Board of Trustees.



James (left) and Thomas, executive editor, relax in *The Phillipian* offices, knowing that another issue has been wrapped up and will soon hit the hallways.



## *Four Andover Students Film Discussion for CNN, Forum Featured Scoop08 Reporters and Editors*

Amid bright lights and heavy duty filming equipment, Jessica Cole '08, *Phillipian* News Director Jack Dickey '09, Alexander Heffner '08 and Harvard freshman Prateek Kumar '07 fielded questions in a CNN panel discussion taped Wednesday in the library's Freeman Room to be aired in the coming weeks.

The four PA students discussed their involvement in Scoop08.com and the upcoming national election with Emmy award-winning host Rick Sanchez.

The panel discussion will air as an upcoming segment in the CNN television series entitled "The League of First Time Voters."



*Scoop08.com, the brainchild of co-founders Heffner and Andrew Mangino, a junior at Yale, is an online political magazine written by high school students from across the United States and abroad.*

Anchor Rick Sanchez interviews the six participants.

## **Candidates Plaster Uncommons with Colorful Campaign Posters**

A life-size poster of Ishan '09 covers one wall of Uncommons, flanked by a hot pink poster urging students to vote for Michele '09. On another is a headshot of a smiling Arun '09 reading, "Vote Arun."

As the race to become the next student body president has kicked off, candidates have begun their campaign blitzes. With Uncommons as a single space and with many bulletin boards surrounding the area, many candidates have chosen to hang posters, some small, some big, and some huge.

Arun said, "I need a lot of people to know my face, to be able to associate a name to go with my face. What better than a ginormous poster of myself?"



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## RECENT NEWS

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### International Club Aids Earthquake Victims

Countless times throughout the school year, students are reminded to place emphasis on the importance of diversity within our student body through the saying, "Youth from every quarter." The phrase is well justified, as the Phillips Academy student body consists of students from 23 countries and 47 different states, with over ten percent international students. This immense amount of diversity was epitomized at the International Festival, hosted by the International Club, where food from nearly every quarter of the world was sold.

"The festival went fantastically. Through the many generous donations made by downtown restaurants, all the food sold was pure profit, which translated to a lot more money to help the Chinese earthquake victims and the cyclone-stricken Burmese," said the co-head of the International Club.

---

### 300 Participate in Annual Day of Silence Protesting Hate Against LGBT Students

The campus seemed quieter than usual last Friday.

Students protested discrimination against lesbians, gays, bisexuals and transgenders by remaining silent during the 12th annual National Day of Silence.

Nearly 300 Andover students signed up in Commons to take the vow of silence. Though not everyone who signed up participated, Frank Tipton, faculty advisor for gay, lesbian and bisexual issues and instructor in history said he felt the Day of Silence achieved its goal of raising awareness.

Nette '09, president of GSA and arts editor of *The Phillipian*, said, "We are silent on this day in order to recognize the LGBT teens across the nation who are forced to be silent. They shouldn't need to stay silent."

### Editors and Club Presidents Pass Torches to Underclassmen

As Seniors turn their focus from studying to sun-tanning, they are turning their extracurriculars over to new student leaders.

Though some clubs already have new boards up and running, others are just beginning to review leadership candidates for 2008-2009.

"A great majority of the time, it's a pretty smooth transition from one board to the next," says Kennan Daniel, assistant director of student activities.

School publications generally have their boards switch over earlier in the school year to ensure that the new editors have support available if they need help.

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### PA Advanced Mock Trial Team Victorious in Debut Interscholastic Competition, Judged by Superior Court Justices

In its first interscholastic competition on Sunday, Phillips Academy's Advanced Mock Trial team defeated the St. George's School from Vancouver, Canada in the first competition judged by federal judges.

Out of 110 points, PA's Mock Trial team received 99 points, winning by a three-point lead over St. George's 96 points.

Mock Trial is in its third year as a club. The advanced team that competed on Sunday consisted of 11 students, and the novice group consisted of 9 participants.

*"The trial was evenly matched and Andover performed well with their witnesses."*

Rob '09, President of the Mock Trial



## Happenings Around Campus

### Too "Cool" for School: *The Addison Goes Mod*

This past Saturday night, Andover students were transported from snowy present-day New England to sunny 1950's California at the Addison Gallery's "Birth of the Cool" party.

The Addison got a swanky flashback with the Saturday night party, complete with desserts, mocktails, live performances, swing dancing, outfits of bold prints, large patterns and bright colors. The air of casual sophistication was unique among on-campus events.

The event was unprecedented in its creativity. It was the first student-organized party in the Addison Gallery, and it was an event where students could gather and discuss art or just have fun. With its themed dress code, the "Birth of Cool" party atmosphere allowed students to step outside their normal personas and portray a different character.



### Communicating Through Music

Normally, musicians perform under the direction of a conductor, but this was not the case this past Sunday when over 20 students performed in the Academy Chamber Music Society's concert.

Andover's Chamber Music Society does not function as many other clubs do.

At the beginning of each school year, students who express interest in the organization can speak to music teacher and performer, Holly Barnes, to audition. Barnes then organizes groups of students to perform together based on their musical aptitude.

Chamber music is performed by a small, intimate ensemble of musicians without the direction of a conductor.

### Poet Robert Pinsky Inspires Audience

Former Poet Laureate Robert Pinsky would want you to read this article aloud—at least, he would if it were a poem.

Pinsky, who served as U.S. Poet Laureate from 1997 to 2000, is an established poet, editor and translator of poetry and prose. His full collection of work includes an impressive 18 books. He paid the Phillips Academy campus a visit last Friday, April 25.

Addressing the packed audience in Kemper auditorium, Pinsky's opening remark elucidating a poem was "My conversation has had to do with forgetting. . . Remembering and forgetting are the same process—you can't do one without the other."

Many of the poems that he selected to read aloud were indeed about reminiscence and forgetfulness, enlightenment and oblivion. The two ideas were blurred and interwoven throughout his works, sometimes juxtaposed and other times merged seamlessly.

*"UM became an official club last spring. Like any other club, UM was required to submit an application for review and approval, which meant finding a faculty advisor."*

## UNACCOMPANIED MINORS

The long hours that Andover students spend each night in the library might give us the misleading image of complacent youths, but is there really such a thing as an "Obedient teen?" Three seniors recently formed an ensemble named Unaccompanied Minors. The entirely student-run ensemble is still just getting on its feet, but the group

promises to make an impression on the community.

According to Lucy '08, one of Unaccompanied Minors' three co-heads, the ensemble is "by no means a rebel group." Most members regularly attend the traditional orchestra. UM is simply another chance for motivated musicians to hone their skills and play some interesting music.



## Winter Pep Rally



**Phillips Academy gets pumped for Winter Term Andover/Exeter games**

This year, the winter term pep rally, a much-anticipated event, featured some very unique and entertaining skits that kept the audience excited and full of energy, breaking up the monotony of Winter term.

In addition to leading cheers, the ten Blue Key heads performed witty skits based on popular, contemporary television shows, as well as sports-related fragments; a mock "ESPN" show counting down the five best Andover/Exeter upsets was used to introduce the various teams.

Thor '09 said, "I thought the pep rally was really good, and very fun... Everyone likes spirit and cheering for their grades and sports, and that's obviously demonstrated by the people going to games at A/E."



## PA CompSci Team Wins Invitational High School Programming Contest for Second Consecutive Year

While some Andover athletes spent the past weekend demonstrating their physical ability, others conquered opponents a week prior with brains, not brawn.

Marking its second consecutive win, the Phillips Academy Computer Science team swept the 20th annual Invitational High School Programming Contest, held at St. Bonaventure University in New York, defeating 12 other teams.

The teams were given one computer and three hours to write program solutions for nine problems. Andover solved

all of the problems correctly.

The challenges included simulating children's games, analyzing statistics and detecting tumors in an MRI image.

The contest judged teams both on accuracy and speed, but the time totals for all teams only included minutes on winning problems.

In preparation for the contest, the team held practice for three and a half hours at a time, during which the team members tried to simulate the actual competition.

*"Every program had to be absolutely perfect — from calculations to spelling and punctuation — or else the program was considered incorrect."*



ACKNOWLEDGEMENT: Many thanks to the student writers and editors whose *Phillipian* stories have been excerpted here.

# STUDENT ORGANIZATIONS

## AT-A-GLANCE

### MEMBERS ELECTED:

Blue Key Society  
Student Council  
Cluster Council

### OPEN TO ALL:

#### ACADEMIC

Anthropology-History Club  
Math Club  
Science Club

#### ARTS/DRAMA

Art Club  
Drama Lab  
Ink Oasis  
Origamiy  
Under The Bed Improv

#### COMMUNITY SERVICE

Amnesty International  
Andover Chamber Music Outreach  
Andover China Care  
Andover/Lawrence String Program  
Andover Philanthropist Society  
Kleats 4 Kids  
Oxfam

PA First Tee  
PA Red Cross

#### STAND

Twinkle Toes

#### ECONOMICS

Andover Economics Society  
Andover Mock Investment Club  
Andover Young Entrepreneurs  
Micro-Finance

#### ENVIRONMENTAL

Eco-Action  
Energy Resources Awareness  
Council  
E-Stewards

#### HEALTH

Andover Drug Alcohol  
Awareness Committee  
FACEAIDS

### LANGUAGE

French Club  
German Club  
Italian Club  
PA International Language  
Mentors & Scholars  
Russian Club

### MULTICULTURAL

Af-Lat-Am  
African Student Union  
Alianza Latina  
Andover Japanese Connection  
Andover Korean Society  
Asian Society  
Chinese Taiwanese Student  
Association  
Community Awareness for  
Everyone  
Gay Straight Alliance  
Greek Orthodox Student Union  
Hindu Student Union  
Indo-Pak Society  
International Club  
Muslim Student Union  
Women's Forum

### MUSIC

Azure  
Fiddle Club  
Gospel Choir  
Handbell Choir  
Modern Music Production Club  
PA Drumline  
PA Harp Ensemble  
Unaccompanied Minors  
Wind Magic  
Yorkies

### POLITICS/LAW

Andover Ethics Society  
Andover First Amendment Society  
Andover Libertarian Coalition  
Andover Mock Trial  
Center for Global Justice  
Junior State of America  
Model United Nations  
PA Democrats  
PA Republicans  
Students for a Free Tibet

### PUBLICATIONS/FILM

Andover Film Group  
Andover Moviemaker's Club  
*Backtracks*  
*The Courant*  
Entourage Appreciation Society  
*Frontline*  
Japanese Animeshon Club  
*Phillipian*  
*Pot Pourri*  
*The Record*

### RADIO

WPAA

### RELIGIOUS

Andover Christian Fellowship  
Andover Interfaith Council  
Catholic Student Fellowship  
Christianity Happening in  
Living Life  
Jewish Student Union

### SPECIAL INTEREST

Andover Ambassadors  
Andover Ornithology Club  
Andover Speech Club  
Cryptology Club  
Darsana  
Footnotes  
KNIT  
Philomathean Society  
Robotics Club  
Techmasters

### SPORTS/GAMES

Andover Fencing Club  
Andover Indoor/Outdoor  
Soccer Club  
Andover Rock Climbing Society  
Chess Club  
Club Tennis  
PA Sailing Club  
Ping Pong Club

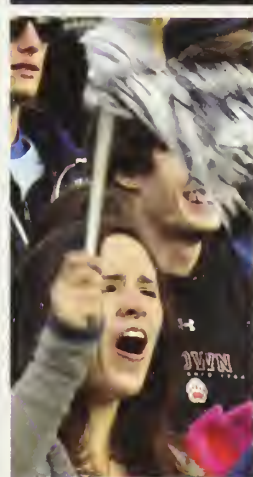


# Compete and be well.



WHAT WILL YOU DO?

*En garde.* Hike! Slide! Spike! Ohmmm. The sound of balance has many intonations at Andover. Do you consider yourself an Athlete or an athlete? A serious competitor, a let's-try-it-and-see beginner, or someone in between? Andover's athletic program, both broad and deep, offers dozens of sports, dance, and movement options at every level of instruction. As a competitive athlete you will work with coaches widely recognized as the best in secondary education. Varsity teams also face strong interscholastic competition from other independent schools and from Boston-area colleges. If you are more of a recreational athlete, try out cluster sports (intramural teams) in soccer, Ultimate Frisbee, or squash to name a few. Take an instructional class in water polo or hip hop or yoga. We celebrate the multi-season athlete—the diver who is also the lacrosse player, the cross-country runner/ice hockey player/dancer. With athletic facilities among the finest in the country, Andover offers many enriching ways to connect body, mind, and spirit—to find just the right balance in your life at Andover. Oh, and the contagious Big Blue spirit—that is deep devotion, pure lunacy, and all Andover.





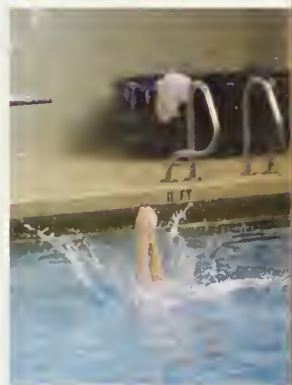
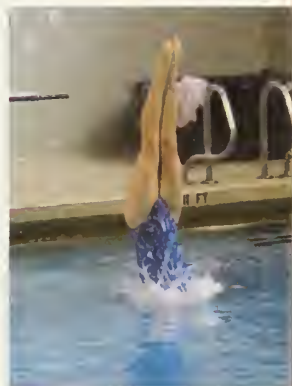
















# ATHLETICS

## AT-A-GLANCE

**PARTICIPATION AT ALL LEVELS** In keeping with Andover's commitment to provide a depth and breadth of choices to its students, the athletic department offers dozens of sports, dance, and exercise options at every level of instruction. The training room is fully staffed with three certified athletic trainers who work with the school physician and the staff at Isham Health Center. Recreational athletes have as options not only intramural and instructional sports, but such special programs as Search and Rescue, classical ballet, basic fitness (FIT), modern dance, yoga, and aerobics. All juniors (ninth-graders) and lowers (tenth-graders) also take one challenge-based physical education course five hours a week for one term. These students are tested for physical aptitude and instructed in safety, health, and exercise physiology, learn drown-proofing, master a ropes course, and gain the information and skills they will need to maintain lifetime wellness.

### FALL

#### INTERSCHOLASTIC

Cross-Country (BV, BJV)  
Cross-Country (GV, GJV)  
Field Hockey (GV, GJV, GJV2)  
Football (BV, BJV)  
Soccer (BV, BJV, BJV2, BJV3)  
Soccer (GV, GJV, GJV2)  
Volleyball (GV, GJV)  
Water Polo (BV, BJV)

Basic Fitness (FIT)

Cluster Soccer

Instructional Crew

Instructional Fencing

Instructional Skating

Instructional and

Recreational Squash

Instructional Swimming

Instructional and

Recreational Tennis

Yoga

Spirit Leaders of

Andover Madness

Classical Ballet

Modern Dance

Search and Rescue (COED)

### WINTER

#### INTERSCHOLASTIC

Basketball (BV, BJV, BJV2)  
Basketball (GV, GJV, GJV2)  
Hockey (BV, BJV)  
Hockey (GV, GJV)  
Nordic Skiing (BV, GV)  
Squash (BV, BJV, BJV2)  
Squash (GV, GJV, GJV2)  
Swimming and Diving  
(BV, BJV)  
Swimming and Diving  
(GV, GJV)  
Indoor Track (BV, BJV)  
Indoor Track (GV, GJV)  
Wrestling (BV, BJV)

Basic Fitness (FIT)

Cluster Basketball

Senior Squash

Recreational Nordic Skiing

Yoga

Spirit Leaders of

Andover Madness

Classical Ballet

Modern Dance

Search and Rescue (COED)

### SPRING

#### INTERSCHOLASTIC

Baseball (BV, BJV, BJV2)  
Crew (BV, BJV)  
Crew (GV, GJV)  
Cycling (COED V)  
Golf (COED V)  
Lacrosse (BV, BJV, BJV2)  
Lacrosse (GV, GJV, GJV2)  
Softball (GV, GJV)  
Tennis (BVA, BVB, BJV)  
Tennis (GVA, GVB, GJV)  
Track and Field (BV, BJV)  
Track and Field (GV, GJV)  
Ultimate (V)  
Volleyball (BV, BJV)  
Water Polo (GV)

Basic Fitness (FIT)

Cluster Ultimate Frisbee

Senior Tennis

Instructional Fencing

Instructional Tennis

Instructional Skating

Instructional Squash

Instructional Swimming

Instructional Volleyball (G)

Yoga

Double Dutch

Classical Ballet

Modern Dance

Search and Rescue (COED)



# Perform and create.



WHAT WILL YOU DO?

The arts flourish at Andover. Intellect combined with artistry leads students on astonishing journeys in search of self and connection with others who share their grace and sensibilities or with whom they have nothing in common. Our students are first and foremost scholars, yet many are also practicing artists.

You may come to Andover as an accomplished violinist, modern dancer, anime artist, or painter. We have the faculty and the facilities to keep the terrain challenging and fresh. Perhaps you have never picked up a pastel but always wanted to capture mountains, or illustrate your graphic novel, or make a public service film. Maybe you play piano by ear and finally would like to read music, or investigate the theories of music and tone, or take ballet for the first time. You may captivate a full house with your solo on a Steinway grand or perform with the 100-member orchestra. You will learn to master the butterflies that swirl in your stomach before a live show and impress the community with your talent and grace.

With all of the arts opportunities at Andover—from the walls of the gallery to the stage of the chapel—you are bound to find a most satisfying path for your self-expression.







## SAYER

WENHAM, MASSACHUSETTS

"My head is always halfway in the studio and my body always waiting to get there." She found in Andover the high school of her wishes: stimulating programs in academics and dance. ■ "Andover transformed me as a dancer. I have always pushed myself a lot, and I expected a lot out of the program. I was so uptight at first. Opening up to modern and jazz dance brought my ballet to a whole new level. There are so many opportunities to perform here. I'm improving because I'm dancing more and having more fun." ■ "Instead of harrowing who I am, I feel dance has driven me to be my best," says Sayer. "It has taught me discipline and work ethic and how to balance all of the demanding aspects in my life. I don't like to think that all there is to me is dance. I think dance is the core from which the rest of my character grows."





## Max

SPEARFISH, SOUTH DAKOTA

His muse found him in a church basement. While his friends pounded the keys of the tired upright piano, 7-year-old Max teased apart the melodies of hymns. He moved on to a portable keyboard at home—earning a quarter from his dad for every Led Zeppelin tune he picked up by ear. ■ Max grew up fly-fishing, skiing, and loving his home at the foot of the Black Mountains. His first piano gig was in a nursing home—he played for milk and cookies. He appeared in coffee-houses and lounges in several states, recorded CDs, learned about the music business, and won a national kid talent contest. ■ Max joined Andover as an upper (Grade 11). “I knew from my first visit to Andover, when I got swept into a two-hour jazz improv session, that I had not only found my academic challenge, but my musical challenge, as well.” ■ Jamming with visiting Tibetan monks, absorbing the diverse world rhythms of fellow musicians into his own compositions, playing for audiences with his jazz trio—it’s the “unexpecteds” that make Andover so great. “What happens here is a fusion. It’s so powerful.”



## KEVIN AND KYLE

WOOSTER, OHIO

The graduating class of St. Mary's Elementary School was 22 percent Kevin and Kyle. None of the other seven graduates were identical twins or saxophone players. When they came to Andover they were still the only twins in their class, but they were far from the only musicians. At Andover, they have grown more independent, in general, and also more independent of each other. They live in separate dorms, take different classes, and have spent the summer thousands of miles apart (Kevin in Russia, Kyle in China). They have never really had the psychic synchronicity that people expect, except when it comes to music. They both play sax in Andover's full Concert Band (Kevin, tenor; Kyle, alto) and break down into smaller musical groups during the week. With fewer instruments, the combos are more chamber-like. They competed in a Battle of the Bands on drums and bass guitar, recorded a song in the WPAA studio, and composed jazzy music. They are drawn to music that is "melodious yet has certain chords that complicate that."





## SIMONE

GLOUCESTER, MASSACHUSETTS

"My first travels to Thailand inspired me to delve deeper into issues of identity and how one perceives and represents self." ■ Simone combines her artistry (painting, photography, textiles) with a passion for human rights and community service. For three summers, Andover has made possible Simone's independent studies in Thailand. ■ "The following year in Thailand, through field research and photography, I examined the role of women in rural village societies with agrarian economies. I instituted a self-portrait project with children from village schools—the process and resulting drawings went far beyond my expectations and produced surprising interpretations of identity. I returned to Thailand last summer with art materials and artist papers to introduce and enliven children's imaginations to the creative process. When I returned to Andover, I coordinated an exhibition, *Foreign Findings*, in the Gelb Gallery," Simone says. ■ "Art is proof of existence. The things we make are records and capsules of a moment in time and state of being. To create is to establish our voice and role in the world and mark its surface with our unique footprints."





## ABBY

VERO BEACH, FLORIDA

Abby grew up in the "Citrus Capital of the World," on the stage of what she says is "the most fantastic children's theatre in the world . . . I didn't want to go to boarding school; I wanted to go to Andover." ■ The quality and quantity of Andover productions astounded her. And the "scene" has only erupted more since she arrived as a ninth-grader. ■ As producers of Drama Lab, Abby and Lucas, along with two other seniors, did it all. "We approached Drama Lab like it was a creative business. There used to be one poorly attended Drama Lab production every two weeks on a Sunday afternoon. We changed it to three 20-minute, student-directed one-act shows every Friday night. The response has been phenomenal in terms of audience (about 10 percent of the school comes out) and in the stacks of applications to direct and participate." ■ Drama Lab alone amounts to about 30 or 40 shows annually. Abby also has produced the much-anticipated Grasshopper Night ("a high school talent show done really well") and the exhilarating and exhausting 24-Hour Play event. "Andover literally gives you the keys to the theatres and great faculty mentoring, and the rest is up to you."





## CHELSEA

GOSHEN, KENTUCKY

A man heard a young harpist play on the radio. He, by chance, ran into her father in a country store in Kentucky. His high school alma mater in New England would be perfect for the gifted musician, he said. That serendipity brought Chelsea, the self-described country girl, to Phillips Academy. ■ "I'm really happy with nature and fields, being with horses and dogs," Chelsea says. "Then I found that Andover was the only school to employ a harp teacher. Music theory is top notch. Music is really integrated into my life now. It's a lot with academics, but hard work never hurt anyone, and I enjoy being here." ■ Chelsea has toured major U.S. cities with Andover's full Chamber Orchestra and the Cantata Choir and has flourished as a solo artist of the harp. "When I really know a piece, I go into a trance—not remembering my fingers, they are just working on their own. Just feeling and breathing. I don't worry about the music anymore. I just am."





# THE ARTS

## AT-A-GLANCE

1

Performance of the *Nutcracker*  
every other year

1

Hand bell choir

1

Rock music practice room

2

Student-run dance groups:  
Blue Strut (jazz) and  
Hypnotic (hip-hop)

2

Percussion practice rooms

3

Areas of exploration in the  
visual arts: two-dimensional  
design, three-dimensional design,  
and electronic imaging

3

Theatres on campus;  
student art exhibitions each year;  
music performance spaces

3

Main stage productions each  
year: two faculty-choreographed  
and one student production,  
The Dance Open

4

Orchestras including:

100-member Academy Orchestra

35-member Chamber Orchestra

20-member Amadeus Ensemble

20-member Corelli Ensemble

4

Choral opportunities including:

90-member Chorus

35-member Gospel Choir

80-member Cantata Choir

15-member Fidelio madrigal

5

Choreo Labs per year

9

Final Cut Pro editing suites

10

Major theatrical performances  
each year with sets and costumes

11

Performance music ensembles

12

Recent Cantata destinations.  
The choir has performed in  
Italy, Puerto Rico, Bermuda,  
China, Montreal, and Hawaii,  
among other places.

16

Music practice rooms

16

Grand pianos available  
for practice including a  
new Steinway Concert Grand  
in Cochran Chapel

30

Smaller theatre productions  
each year

42

Teachers who give instrumental  
music lessons, from  
banjo to bagpipes  
and everything in between

70

Student and student-faculty  
concerts on campus each year

120


Digital and video cameras  
dedicated to the arts program

400

Videos produced and edited  
by students in a given year



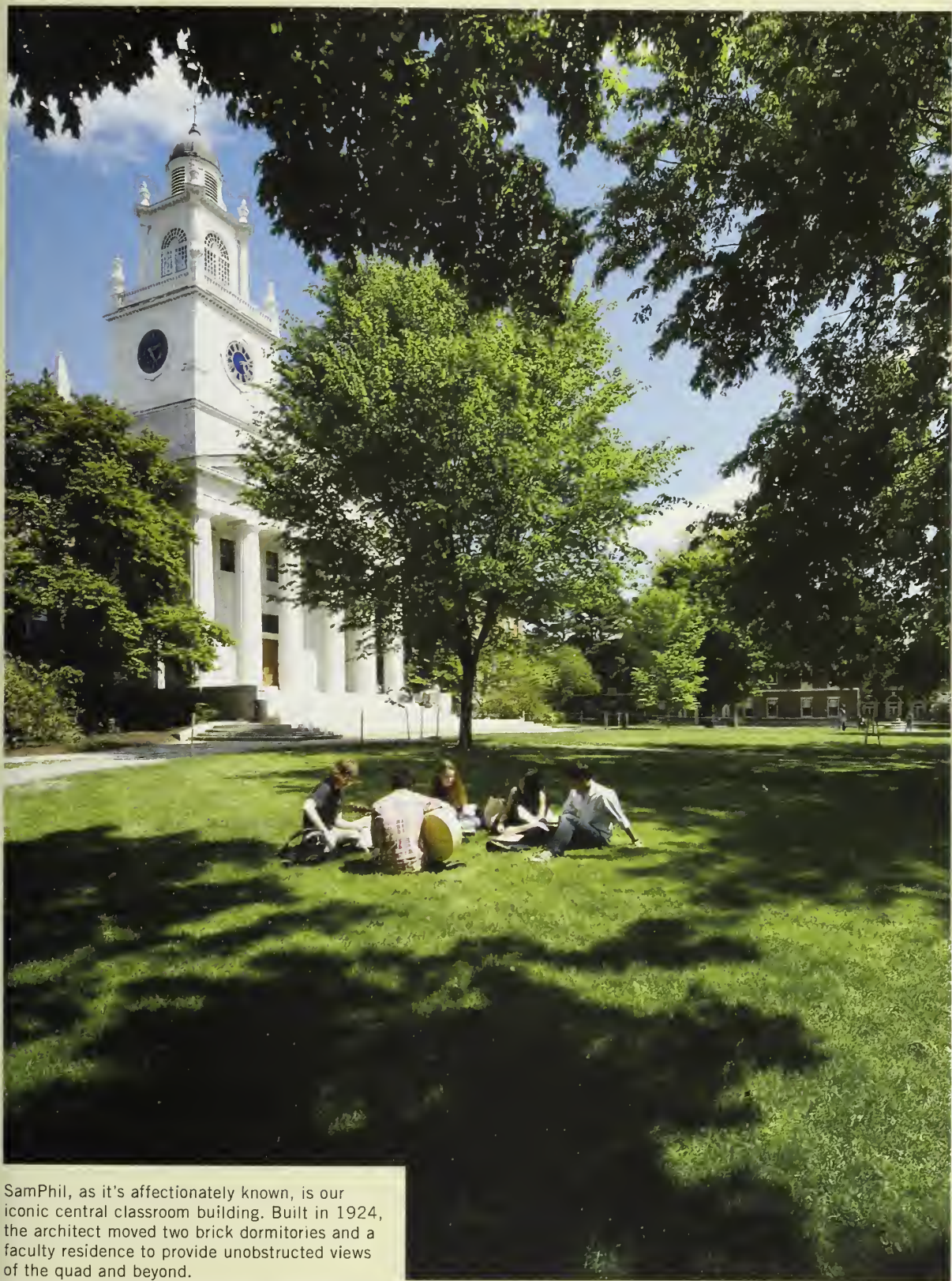
# Explore.



WHAT WILL YOU DO?

Andover's campus, on first view, is the quintessence of a New England residential academy. Historic buildings, a bell tower, elm-shaded paths connecting our small neighborhoods, many playing fields, statuary, wood-paneled dining halls. But wait. Look closer and you will find that history is preserved not just for antiquity's sake. Our 500-acre campus is a hub of intellectual activity—set only 21 miles from Boston in the picturesque town of Andover, Massachusetts. Consider these resources. One-hundred-nine classrooms: more than 200 computers; language and music laboratories; a licensed radio station streaming audio online; 24 extensive science laboratories and classrooms in the Gelb Science Center; an 85-acre bird sanctuary; a swimming pool—the list goes on. In its 16th-century origin, the word *facility* meant “the unimpeded opportunity for doing something.” That’s how we look at our *facilities* at Andover—giving students unimpeded opportunities to succeed, as well as to be enchanted.

## SAMUEL PHILLIPS HALL



SamPhil, as it's affectionately known, is our iconic central classroom building. Built in 1924, the architect moved two brick dormitories and a faculty residence to provide unobstructed views of the quad and beyond.



## COCHRAN CHAPEL

Every Wednesday, the Academy comes together in the Chapel for All School Meeting. Assembling the entire community in the space is so important that a balcony was added in 1998.





## OLIVER WENDELL HOLMES LIBRARY

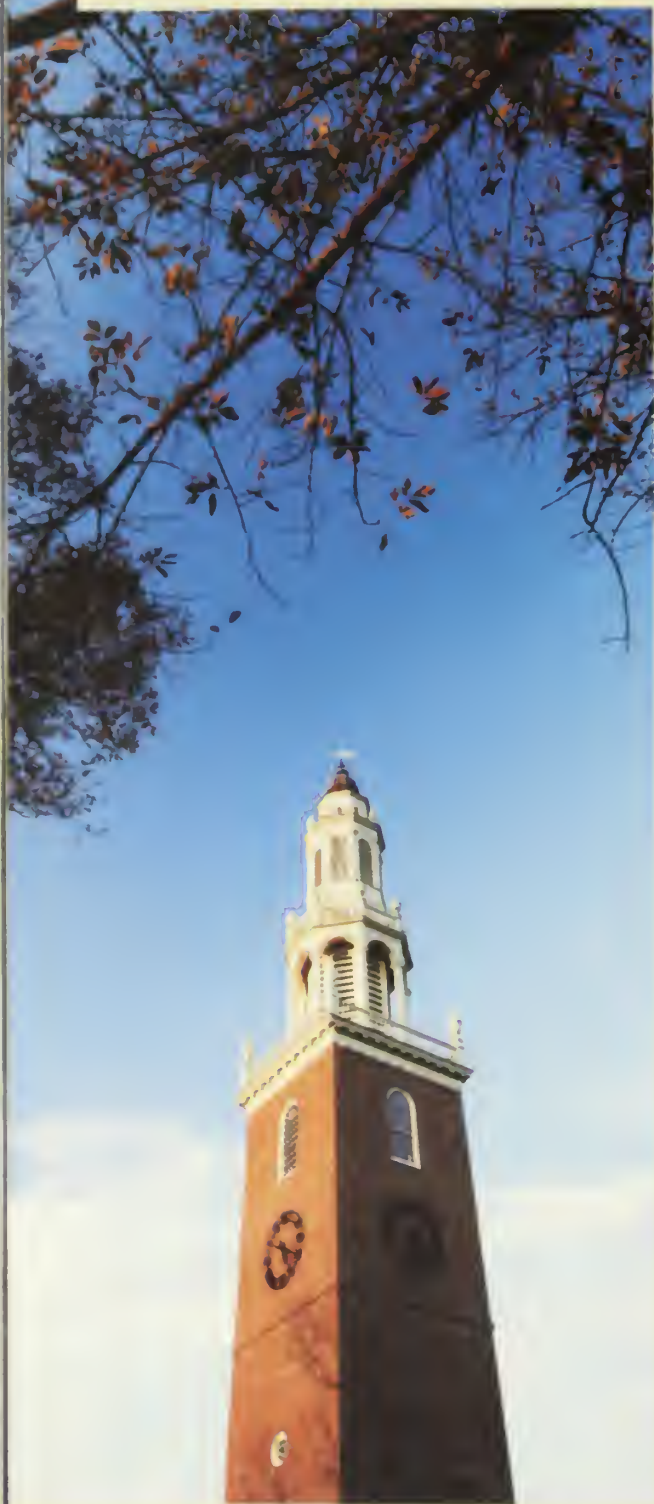


With more than 150,000 volumes, Andover's library is the largest secondary school library in the country. Built in 1929, it is named for the 1825 graduate, physician, poet, wit, and father of Supreme Court Justice Oliver Wendell Holmes Jr.

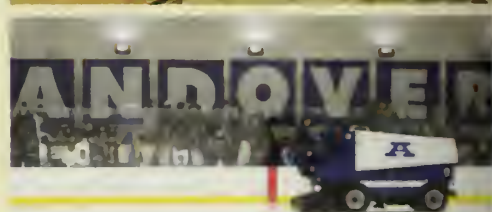


## MEMORIAL BELL TOWER

Built in 1923, the tower was constructed, in part, to remember Phillips Academy alumni who lost their lives in World War I. Behind it you will find the Stouman Admission Center.



## ATHLETIC COMPLEX



Athletic facilities include three gymnasiums, a swimming pool, 18 playing fields, 18 tennis courts, two dance studios, an all-weather track, Phelps Stadium, and a skating complex that features two rinks.





## CAMPUS PATHWAYS

Play lacrosse or Frisbee. Read a book.  
Hang out with friends. Enjoy.









## GEORGE WASHINGTON HALL



Its name commemorates a visit Washington made in 1789. He was so impressed with the Academy, he influenced one nephew and eight grandnephews to attend. It's where you will find Head of School Mr. Chase and her famous field hockey stick as well as student mailboxes.



## ELSON ART CENTER



The place on campus to *do* art and *view* art, the Elson has studios, classrooms, a multimedia center, and an auditorium, as well as galleries for student and faculty shows.

## GELB SCIENCE CENTER



Opened in 2004, the Gelb was designed to encourage students to learn science by doing science. The "environmentally sensitive" center, with its state-of-the-art technology and flexible lab and classroom space, encourages collaboration.





## COMMONS



Commons, which is undergoing extensive renovation, features four large dining rooms where students, faculty, and staff eat, socialize, and collaborate.

## BULFINCH HALL

The oldest classroom building on campus (1818), Bulfinch has weathered much in its storied existence, including fire during its use as a gymnasium in 1896 and its transformation into a dining hall in 1901. Since 1937 it has remained the English department headquarters.



## THE MUSEUMS



The Addison Gallery of American Art and the Robert S. Peabody Museum of Archaeology are resources unique to the Academy. Serving as both a nationally recognized museum and an educational resource for the school and the region, the Addison Gallery includes works by John Singleton Copley, Winslow Homer, Edward Hopper, Alexander Calder, and Frank Stella '54, to name just a few. For more than 100 years, the Peabody Museum has been at the vanguard of the development of American archaeology as a discipline. The museum contains approximately 600,000 objects, photos, and documents that reflect more than 12,000 years of diverse indigenous cultures.





## CAMPUS

AT A GLANCE

**PHILLIPS ACADEMY'S 500-ACRE CAMPUS** rolls across a spacious hilltop in the town of Andover, Massachusetts. Elm-shaded paths crisscross campus lawns and quadrangles, leading to more than 150 buildings—from the oldest, Foxcroft (a dormitory named after the wife of Samuel Phillips Jr., who donated funds to build it as a facility to house the Andover Theological Seminary in 1808), to the state-of-the-art Richard L. Gelb Science Center, completed in 2004. The Addison Gallery of American Art on campus thrives as an educational center known internationally for its dynamic exhibitions and its own substantial collection. The Oliver Wendell Holmes Library manages more than 150,000 volumes and the Academy's extensive archive. The Robert S. Peabody Museum of Archaeology runs field courses and houses an extensive collection of Native American artifacts. The 85-acre Cochran Bird Sanctuary is an idyllic woodland of massive rhododendrons, ponds, and wildlife tucked into a quiet campus corner.

### 1636

Year the town of Andover was originally settled under the Native American name Cochichewick

### 1646

Year the town of Andover was incorporated

### 1778

Year of the founding of Phillips Academy in Andover

## RESOURCES

### 1

State-of-the-art theatre complex, astronomical observatory, video and electronic imaging center, language and music laboratories, licensed radio station streaming audio online, and recording studio

### 3

Theatres and gymnasiums

### 109

Classrooms

### 8

Squash courts

### 200+

Computers available to students

### 1

Swimming pool, all-weather track, diving pool, crew boathouse, fitness center, stadium, turf field, and wrestling room

### 18

Playing fields and tennis courts

### 598

Dormitory rooms

### 35

Art and music studios and practice rooms

### 2

Dance studios and basketball courts, skating rinks, and nationally recognized museums

### 500 acres

Lawns for Frisbee, lounging, and casual gymnastics

### \$820 million

Endowment (as of May 1, 2008) which supports student scholarships and tuition, maintenance of the campus, academic programs, and the Academy's faculty

### 85 acres

Bird sanctuary



Phillips Academy  
ANDOVER

Phelps Stadium  
Harrison and  
South Ice Rinks



## CAMPUS MAP KEY

- 2 Abbot Hall
- 3 Adams Hall\* [WQS]
- 4 Addison Gallery of American Art
- 82 Admission Office  
[Shuman Admission Center]
- 5 Alumni House\* [ABB]
- 6 America House\* [ABB]
- 8 Andover Cottage\* [WQN]
- 9 Andover Inn
- 13 Bancroft Hall\* [WQN]
- 19 Bartlet Hall\* [FLG]
- 22 Benner House [Art]
- 63 Bertha Bailey House\* [ABB]
- 23 Bishop Hall\* [WQN]
- 24 Blanchard House\* [WQS]
- 78 Borden, Memorial and Abbot Gymnasiums
- 25 Bulfinch Hall [English]
- 26 Burrill House\* [FLG]
- 175 Carriage House\* [ABB]
- 28 Carter House\* [ABB]
- 29 Case Memorial Cage
- 36 Churchill House
- 66 Claude M. Fuess House\* [PKN]
- 37 Clement House\* [ABB]
- 38 Cochran Chapel
- 40 Commons [Dining Hall]
- 42 Cooley House
- 47 Day Hall\* [FLG]
- 48 Double Brick House\* [ABB]
- 49 Draper Cottage\* [ABB]
- 50 Draper Hall
- 53 Eaton Cottage\* [WQN]
- 161 Elbridge Stuart House\* [PKN]
- 12 Elson Art Center
- 55 Gelb Science Center [Science]
- 60 Flagg House\* [ABB]
- 62 Foxcroft Hall\* [FLG]
- 64 French House\* [ABB]
- 169 George Washington Hall
- 72 Graham House [Psychology]
- 73 Graves Hall [Music]
- 140 Hearsey House\* [FLG]
- 189 Isham Dormitory\* [WQN]

- 99 Isham Health Center
- 101 Johnson Hall\* [WQS]
- 104 Log Cabin
- 111 McKeen Hall
- 112 Memorial Bell Tower
- 116 Morse Hall [Mathematics]
- 117 Morton House\* [ABB]
- 162 Moses Stuart House
- 80 Nathan Hale House\* [PKN]
- 120 Newman House\* [FLG]
- 121 Newton-Hinman House
- 98 1924 House
- 95 Oliver Wendell Holmes Library
- 123 Park House
- 135 Paul Revere Hall\* [FLG]
- 126 Pearson Hall [Classics]
- 127 Pease House\* [WQN]
- 128 Pemberton Cottage\* [WQN]
- 129 Phelps House
- 133 Phillips Hall
- 84 Power Plant
- 11 Robert S. Peabody Museum of Archaeology
- 137 Rockwell House North\* [WQN] and South\* [WQS]
- 143 Samaritan House\* [ABB]
- 131 Samuel Phillips Hall [History and World Languages]
- 146 Smith House\* [FLG]
- 150 Alfred E. Stearns House\* [ABB]
- 151 Abbot Stevens House\* [PKN]
- 152 Henry L. Stimson House\* [PKN]
- 159 Stott Cottage
- 160 Stowe House\* [ABB]
- 149 Sumner Smith Hockey Rink
- 165 Taylor Hall\* [WQS]
- 166 Thompson House\* [WQS]
- 168 Tucker House\* [WQS]
- 21 Alice Whitney House\* [ABB]

### \*Dormitory

- ABB Abbot Cluster
- FLG Flagstaff Cluster
- PKN Pine Knoll Cluster
- WQN West Quad North Cluster
- WQS West Quad South Cluster

### Areas of Interest

- A Abbot Circle
- B Armillary Sphere
- C Chapel Cemetery
- D Dormitories around Rabbit Pond
- E The Grove
- F Memorial Place
- G Merrill Memorial Gateway (Abbot Gates)
- H Moncrieff Cochran Sanctuary
- I Old Main Campus
- J West Quadrangle dormitories

### Playing Fields and Tennis Courts

- K Brothers Field, 17
- L Field House Courts, 18
- M Isham Field
- N Phelps Park
- O Rafferty Field
- P Rockwell Tennis Courts





**THE HISTORIC TOWN OF ANDOVER**, founded in 1646 in Essex County, is home to Phillips Academy. With more than 31,000 residents spread across 32 square miles, the town is a bustling combination of rural New England charm and high technology business.

Throughout its history, Andover has had brushes with both notoriety and fame—from connections to the Salem witch trials of 1692 to the Battle of Bunker Hill, where 350 Andover men saw action. During a postwar visit, President George Washington, was so impressed by the young Phillips Academy that he later sent members of his family to school here.

Long before the Civil War, the antislavery movement caught fire in Andover. Harriet Beecher Stowe wrote *Uncle Tom's Cabin* just before moving to Andover with her husband, who assumed leadership of the Andover Theological Seminary—then on the grounds of Phillips Academy. Andover became an active stop on the Underground Railroad. And when war came, more than 600 Andover men marched south with the Union Army. Later, Sojourner Truth made trips to Andover, campaigning for women's rights and racial equality.

The 20th century brought industrialization and textile mills to Andover and nearby Lawrence. The nation's first "model industrial community," named Shawsheen Village, was built on Andover's northern edge to house the headquarters and residences of American Woolen Mills' management.

Today, the heart of Andover lies along Main Street, which runs through the primary business district and up the hill to the Academy's leafy campus. Students can make the trip on foot—in roughly 10 minutes—to Starbucks, the venerable Andover Book Store, Bertucci's restaurant, the tiny landmark Lantern Brunch, a major pharmacy, and a mix of clothing, sports, and gift stores. A commuter rail station in town allows students to take full advantage of the arts, sports, entertainment, and educational and historic attractions in nearby Boston and Cambridge, only 20 miles to the south.



For directions see: [www.andover.edu/about\\_andover/visiting.htm](http://www.andover.edu/about_andover/visiting.htm)

# LOCATION

AT-A-GLANCE

**PHILLIPS ACADEMY'S LOCATION** provides unique access to a rich mix of topography, urban amenities, athletic venues, and cultural and intellectual opportunities. Twenty-one miles north of Boston, and roughly the same distance west of Salem, Gloucester, and the sea, Andover also lies within easy reach of the mountains of Vermont and New Hampshire, the charm of Maine, and the intellectual riches of Cambridge, the Museum of Fine Arts, and many other world-class attractions.



## TRAVEL DISTANCES TO ANDOVER

21 MILES	Boston, MA	939 MILES	Atlanta, GA
58 MILES	Providence, RI	2,688 MILES	San Francisco, CA
90 MILES	Portland, ME	3,267 MILES	London, England
98 MILES	Hartford, CT	6,720 MILES	Beijing, China
196 MILES	New York, NY	7,878 MILES	Johannesburg, South Africa
282 MILES	Philadelphia, PA		
401 MILES	Washington, DC	21 MILES	Logan International Airport in Boston
845 MILES	Chicago, IL	27 MILES	Manchester-Boston Regional Airport in Manchester, New Hampshire

## AVERAGE HIGH AND LOW TEMPERATURES





# Embrace life.


WHAT WILL YOU DO?

For all the ways we journey together at Andover, our goal is to point you toward independence. This is not a final destination, rather a next step on an evolving exploration of life and learning. While you are with us you will be called to many challenges. You will learn to manage your time, set priorities, and see your way through difficult lessons (which may entail the very self-possessed task of asking for help). During this adventure, you will learn to assess information, grapple with big questions, synthesize seemingly unrelated sources, care for yourself, and care about others. You will learn that reaching your potential is only the beginning; push further and you will discover a new horizon. You will answer "What can I possibly do to help?" with creative solutions and assured action. You will leave Andover as an "act-er" and an "enacter." You will continue to think openly and deeply, to serve, and to lead. With goodness and knowledge as your foundation, you will develop personal values and a moral compass, both of which will guide you long after Andover. The road ahead presents a world of possibilities. It is our pleasure and privilege—Andover's teachers, staff, and alumni—to serve as guides on your quest.

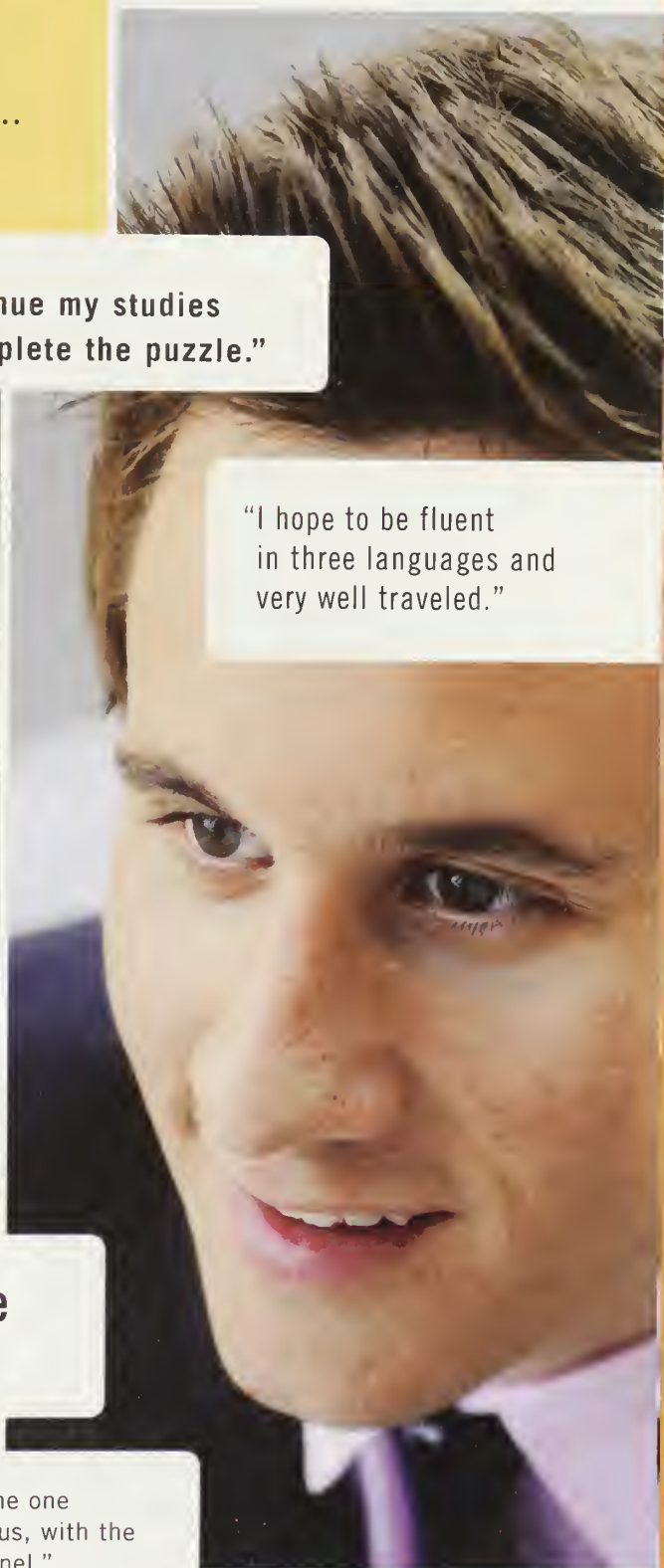
*Where will you go?*

This week, next summer,  
5 years, 10 years from now...

Andover students answer.



**"To continue my studies  
and complete the puzzle."**




**"I hope to be fluent  
in three languages and  
very well traveled."**

**"Investigative  
journalism."**

**"To take the road least navigable—the one  
I perceive to be the most adventurous, with the  
brightest light at the end of the tunnel."**

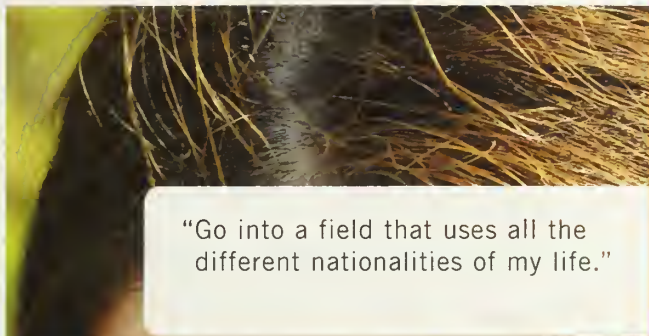
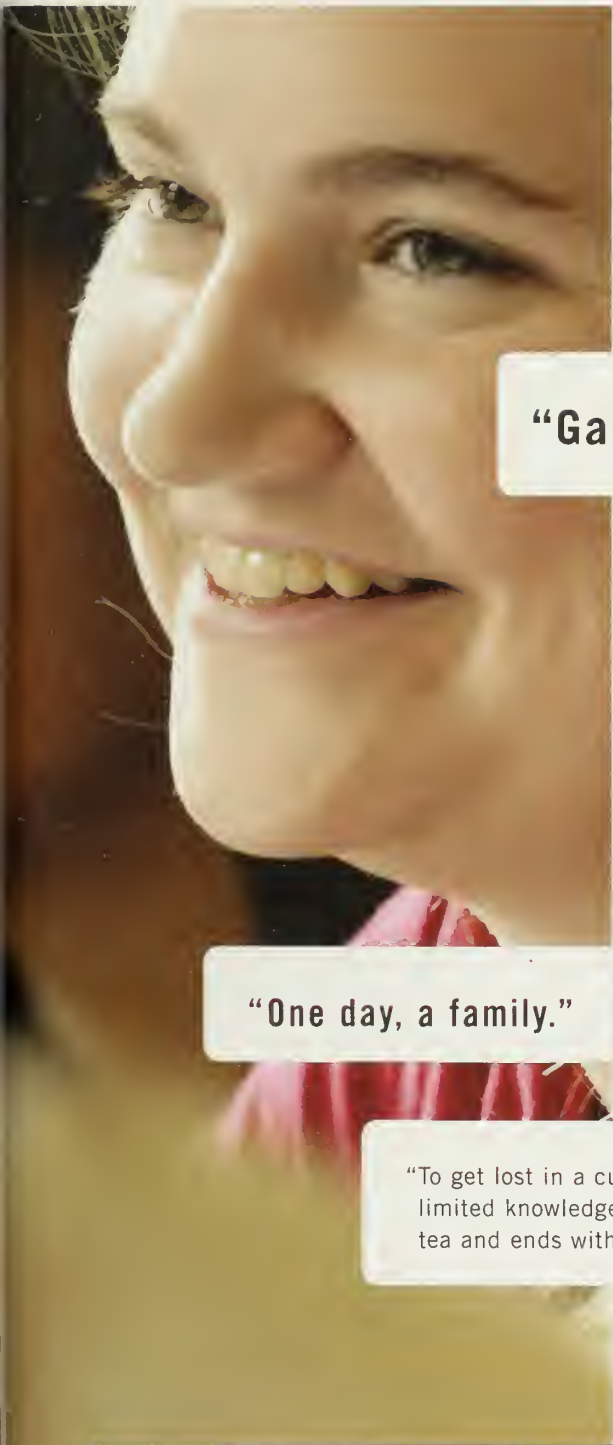




"Fly-fishing  
with my dad."

"I want to write an autobiography one day  
so I hope to live a life exciting enough for  
someone to want to read about."

"I hope to be a doctor.  
That's right: beyond Andover  
I hope to be a neurosurgeon."



"Go into a field that uses all the different nationalities of my life."


**"Gap year to China."**

**"One day, a family."**

"To get lost in a culture, that to my limited knowledge, begins with green tea and ends with sayonara."

**"TO ENJOY LIFE, SUCCEED,  
AND BE TRUE TO MYSELF."**





"I want to be convinced that I can help save the world and am actively working to do so!"

**"WRITE A BOOK."**

**"To be happy."**

**"To be a preservationist  
and a conservationist."**

"I have set lofty goals for my future and at this point I'm focused on reaching them through focus, hard work, and dedication."

# COLLEGE MATRICULATION

## AT-A-GLANCE

**ADMISSION TO COLLEGE** is not the only goal of an Andover education; it is the next important step in your life's journey. The college counseling office carefully guides uppers and seniors through the college admission process. Their goal is to help Andover students take charge of this important rite of passage and to provide them with the tools, the power, and the information they will need to make wise choices as they plan for their future.

### CLASS OF 2007 MATRICULATION STATISTICS

SCHOOL	MAT	SCHOOL	MAT	SCHOOL	MAT
Amherst College	1	Franklin Olin College	1	Princeton University	5
Arizona State University	1	George Washington University	2	Reed College	1
Babson College	1	Georgetown University	9	Rensselaer Polytechnic	1
Bard College	1	Hanilton College	3	Rhode Island School of Design	1
Barnard College	1	Hartford, University of	1	Rice University	3
Bates College	1	Harvard University	22	St. Andrews University	4
Boston College	3	Hobart & William Smith	2	University of San Diego	1
Boston University	7	Hollins University	1	Sch. of Oriental & African St.	1
Bowdoin College	2	College of the Holy Cross	1	Scripps College	2
Brigham Young University	1	Howard University	1	Smith College	2
Brown University	7	Indiana University	1	University of Southern California	9
Bucknell University	1	University of Iowa	1	Stanford University	11
California Inst. Tech.	1	Johns Hopkins University	10	SUNY at Geneseo	1
California, U/Berkeley	1	Kenyon College	1	Swarthmore College	1
California, U/LA	1	Lake Forest College	1	Syracuse University	5
California, U/Santa Cruz	1	Lehigh University	1	Temple University	1
Cal. Polytech State University	1	Loyola Marymount University	1	Trinity College	5
Carleton College	1	Massachusetts College of Art	1	Trinity College in Dublin	1
Carnegie Mellon University	4	Mass. Institute of Technology	7	Trinity University	1
College of Charleston	1	UMASS/Amherst	3	Tufts University	8
Chicago, University of	7	McGill University	3	Tulane University	2
Claremont McKenna	1	Miami University	1	Union College	1
Clark University	1	University of Miami	1	US Naval Academy	1
Colby College	1	University of Michigan	1	Vanderbilt University	7
Colgate University	2	Middlebury College	6	Villanova University	1
Colorado College	1	Mills College	1	University of Virginia	1
Colorado, U/Boulder	5	Mount Holyoke College	1	Wake Forest University	1
Columbia University	10	NE Conservatory of Music	1	University of Washington	1
Connecticut College	2	New Hampshire, University of	1	Washington Univ./St. Louis	4
Cooper Union	1	New York University	5	Wellesley College	3
Cornell University	7	Univ. of North Carolina/CH	3	Wesleyan University	4
Dartmouth College	5	Northeastern University	2	Whitman College	1
Dickinson College	1	Northwestern University	5	College of William and Mary	1
Duke University	10	University of Notre Dame	1	Williams College	2
Emory University	1	Oberlin College	2	University of Wisconsin	2
Fairfield University	1	Oxford University	1	Yale University	12
Fordham University	1	University of Pennsylvania	13		

MAT = NUMBER OF STUDENTS MATRICULATED

Five-year statistics are available online at [www.andover.edu](http://www.andover.edu).

More information on College Counseling is on page 94.



*Match the Phillips Academy alums listed below with their notable life accomplishments listed on pages 1 and 2 at the front of this catalog.*

**ART**

- <sup>44</sup> Walker Evans '22
- <sup>45</sup> Ashley Kingsbury Preschette '98
- <sup>46</sup> Horatio Greenough, student in 1814-1815
- <sup>47</sup> Beaumont Newhall '26
- <sup>48</sup> Frank Stella '54

**BUSINESS, INDUSTRY, AND TECHNOLOGY**

- <sup>49</sup> William Dayton '61
- <sup>50</sup> Chris Hughes '02
- <sup>51</sup> Miles Lasater '96
- <sup>52</sup> Thomas H. Wyman '47

**ECONOMICS**

- <sup>53</sup> William S. Vickrey '31

**EDUCATION**

- <sup>54</sup> A. Bartlett Gramsci '56
- <sup>55</sup> Anthony Grafton '67
- <sup>56</sup> Richard Theodore Greener 1865
- <sup>57</sup> Joseph Hardy Neesima 1867

**ENGINEERING AND ARCHITECTURE**

- <sup>58</sup> William LeBaron Jenny 1846
- <sup>59</sup> Frederick Law Olmstead 1838

**ENTERTAINMENT AND THE ARTS**

- <sup>60</sup> Dana Delany '74
- <sup>61</sup> Jack Lemmon '43
- <sup>62</sup> Duncan Sheik '88
- <sup>63</sup> Olivia (Cockburn) Wilde '02
- <sup>64</sup> Dan Zanes '79

**EXPLORATION**

- <sup>65</sup> Ian Baker '75
- <sup>66</sup> Hiram Bingham 1894
- <sup>67</sup> Britton Keeshan '01

**GOVERNMENT AND PUBLIC SERVICE**

- <sup>68</sup> George Bush '42
- <sup>69</sup> George W. Bush '64
- <sup>70</sup> Annie Edwards 1855
- <sup>71</sup> Edward F. Elson '52
- <sup>72</sup> William H. Moody 1871
- <sup>73</sup> Josiah Quincy 1786

**JOURNALISM AND PUBLISHING**

- <sup>74</sup> H.G. "Buzz" Bissinger III '72
- <sup>75</sup> Maro Chermayeff '80
- <sup>76</sup> Lucy Danziger '78
- <sup>77</sup> Ben Goldhirsch '99
- <sup>78</sup> Jeffrey MacNelly '65
- <sup>79</sup> Robert B. Semple Jr. '54

**LITERATURE AND WRITING**

- <sup>80</sup> Julia Alvarez '67
- <sup>81</sup> Edgar Rice Burroughs 1894
- <sup>82</sup> Ring Lardner Jr. '32

**MEDICINE**

- <sup>83</sup> Benjamin Spock '21
- <sup>84</sup> Chris Weatherley-White '50

**MILITARY**

- <sup>85</sup> Rebecca Dowling Adams '94
- <sup>86</sup> Seth Moulton '97
- <sup>87</sup> Rear Admiral (retired) Richard H. O'Kane '30

**SCIENCE**

- <sup>88</sup> Dr. Charles Greeley Abbot 1891
- <sup>89</sup> Mary Wilkes Eubanks '65
- <sup>90</sup> Marvin Minsky '45
- <sup>91</sup> Samuel F.B. Morse 1805
- <sup>92</sup> George Hoyt Whipple 1896
- <sup>93</sup> George M. Whitesides '57

**SOCIAL ACTION AND COMMUNITY SERVICE**

- <sup>94</sup> Hafsat Abiola '92
- <sup>95</sup> Sarah Chaves '80
- <sup>96</sup> Justin W. Dart Jr. '49
- <sup>97</sup> Christina Fink '82
- <sup>98</sup> John Marks '61
- <sup>99</sup> Maya Nath '97
- <sup>100</sup> Murrey Nelson '80
- <sup>101</sup> Lisa Tung '00
- <sup>102</sup> Chris Whittier '87
- <sup>103</sup> Fourteen members of the Class of '54

**SPORTS AND ATHLETICS**

- <sup>104</sup> William "Bill" Belichick '71
- <sup>105</sup> James P. McLane '49

*For a more complete list of notable alumni and alumnae, go to [www.andover.edu/about\\_andover/notable\\_alums](http://www.andover.edu/about_andover/notable_alums).*







# Programs & Resources



Phillips Academy  
**ANDOVER**

*Includes information on costs, affordability, school visits  
and application procedures beginning on PAGE 106*

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GREETING FROM THE HEAD OF SCHOOL *Barbara Landis Chase*

In our contemporary world, there are few places that provide a strong sense of community to the people who live and work in them. Phillips Academy students and faculty have found just such a place. The author John Gardner writes, "The traditional community could boast generations of history and continuity. Only a few communities today can hope to enjoy any such heritage." Andover's 231-year history creates the kind of continuity that is, indeed, rare in American secondary schools or in institutions of any kind. We invite you to experience this community as you come to know Andover.

Andover was founded during the American Revolution on the principle that it would be open to "youth from every quarter" and with the motto *non sibi*, which means "not for self." These ideals have created a culture of leadership and service that has endured for two centuries.

Today, we are proud of a \$14.6 million financial aid commitment that helps to make those ideals a reality for 42 percent of our students. Our "affordability initiative" has culminated in a need-blind admission policy, which means that every applicant is considered for admission regardless of his or her family's financial circumstances. Andover's commitment also guarantees that the demonstrated financial need of each enrolling student will be met 100 percent. We are proud to be among the very few institutions to support students in this comprehensive way.

Andover students do indeed come "from every quarter." We strive to bring the world to this very American institution, so that our students will one day give back as global citizens.

In September, more than 340 new students will join our community from places including Arkansas and Wyoming, Utah and South Carolina, Denmark, the Philippines, and the United Arab Emirates. They will be welcomed by returning students from California and Canada, Jamaica and Japan, Maine and Michigan.

They will immerse themselves in activities that are rarely available at the high school level. Students may study the stars from the observatory of a state-of-the-art science center. They may master a world language such as Chinese or Russian, or take part in a master class taught by a

---

visiting scholar. They may compete in national math or music events, or act in a theatre production directed by a Broadway playwright. They may start a new club to promote a social cause, curate an art exhibition, or join the Ultimate Frisbee team. Perhaps they'll cover these activities as a reporter for the nation's oldest secondary school newspaper, *The Phillipian*.

In all this, students will be guided by faculty members who welcome curiosity and inspire greatness in their classroom, and who are immensely talented and committed to their fields. They are accomplished authors, athletes, scientists, mathematicians, linguists, historians, musicians, and, above all, mentors to their students.

We continue to assess our academic program to ensure its flexibility and rigor—goals that follow our recent success in developing programs that enable students to get the most out of our rich academic and extracurricular offerings.

We reduced the size of the student population and built additional faculty apartments to lower the residential student-teacher ratio. Our largest dorms have 43 students; our smallest just four.

We adjusted the daily schedule to increase time for advising and enhanced the development of critical reading and analytical writing skills. Teachers are collaborating on interdisciplinary courses that address the most challenging questions facing our global society. We also have developed opportunities for seniors to design independent projects as a culminating academic experience. All of these steps have more clearly illuminated the path toward academic excellence.

Underpinning the academic and social life of Andover is a network of programs, policies, and services that provide the support necessary for the development of well-balanced adolescents living away from home.

Whether you visit the campus several times or come to know Phillips Academy only through this catalog and an interview, we hope the exploration will be an intriguing and enriching experience.

*Welcome to Andover.*



## HISTORY

Phillips Academy, founded in rural New England during the Revolutionary War, speaks today to the richness of many traditions and is testimony to the dreams and aspirations, viable still, of its founders. Although it has been coeducational only since 1973, the recognition of the importance of education for both young men and young women was present at the beginning.

In 1778, Samuel Phillips and his wife, Phebe, made a "bargain." If she would move from Cambridge to Andover to help him in establishing Phillips Academy, he would afterward join her in founding an academy for girls. And so the commitment was made and the educational endeavor begun.

On April 21, 1778, the Constitution of Phillips Academy was signed. Both Samuel and Phebe Phillips died before her dream of a girls' school could be realized, but not before the dream could be handed on to willing hearts. In 1828, Phillips Academy trustees and other Andover residents met with Mme. Sarah Abbot to plan the school that would open its doors on May 6, 1829, as Abbot Female Academy, one of the first schools in New England to be founded for young women.

Each school in the years that followed remained faithful to the commitments made in its constitution: "to enlarge the minds and form the morals of the youth committed to its care." Each had a long and rich life and witnessed its students' growth, both in self-discovery and in service to others. And in 1973, Samuel and Phebe Phillips' bargain was realized anew as Phillips Academy and Abbot Academy merged and created a distinctive coeducational institution that combined the best of both traditions. "Finis origine pendet," the Academy seal affirms. The end does indeed depend upon the beginning.

Jean St. Pierre

*Instructor in English and Theatre, Emerita*

*Abbot Academy*

*Phillips Academy*

1646

The town of Andover, Massachusetts, is incorporated.



April 21, 1778

Phillips Academy is founded for boys by 26-year-old Samuel Phillips Jr. At the outset the school accepted boys of varying ages and first enrolled 13 students. The Phillips Academy Constitution states that the students must be able to read English to be admitted.



1781

Phillips Exeter Academy is founded by John Phillips, Samuel Phillips' uncle.

## THE ACADEMIC PROGRAM

Andover's academic program offers a strong and broad foundation in the arts, humanities, mathematics, and natural sciences. The Academy's extensive and rigorous curriculum, along with its flexible approach to teaching and individual development, not only prepares students superbly for college, but instills in them a lifelong love of learning.

Between the ages of 14 and 18, students make significant leaps in their cognitive development. Andover varies its teaching methods to suit these developmental stages and to present effectively the material and methods of inquiry specific to each discipline. Initial placement in math, science, and foreign language varies according to the level of accomplishment each new student exhibits upon arrival. Quickly paced introductory courses provide the structure and guidance necessary for young learners to build basic skills and to handle progressively more difficult material. At the same time, students who are exceptionally capable in certain areas of study are encouraged to enter the curriculum at advanced levels.

As students progress, they are presented with increasing choice so they may fashion a largely individualized program in their senior year. For advanced students, Andover provides extensive elective offerings, with courses beyond the college entrance level. Before they graduate, students may do research with recombinant DNA, study the calculus of vector functions, compose a major musical work, or direct a play.

Students also have the opportunity to participate in an increasing and evolving array of programs that span the globe. Current examples include service learning in the neighboring city of Lawrence and in Mumbai, India; archaeology in Central America; and language immersion in Europe and China. Through these programs, as through our core curriculum, Andover strives to educate its students and faculty to understand the world *and* its challenges from a global perspective.

An open-minded perspective also informs Andover's approach to teaching. Our dynamic teachers reject the rigid orthodoxy of a single teaching method in favor of techniques that suit the material at hand. Students find themselves in small class discussions one day and in a group project the next; they conduct research, prepare and present demonstrations, and question guest lecturers; they think, write, compute, and experiment. In short, they learn to examine the world from many different points of view. The result is a vibrant program rooted in a philosophy of "learning by doing" that is constantly evaluated for its effectiveness. Our teachers debate pedagogy, review and adapt offerings, revisit syllabi, and integrate new technologies.

Mindful of our faculty's multiple talents and scholarship in their respective disciplines, the trustees and alumni of Phillips Academy have established a number of generous professional development funds to support term sabbaticals, year-long sabbaticals, summers abroad, and winter break opportunities. Faculty take these opportunities to develop new courses, conduct research abroad, study

1782

Paul Revere, known as the best craftsman of metals in Boston at the time, is commissioned to make the Phillips Academy seal. Around the symbol of a rising sun and a hive of industrious bees, he cast the educational faith of Andover's founders—"The end depends upon the beginning." The founders' religious and patriotic commitment to the common good is symbolized by the second motto on the silver seal, *non sibi*, meaning "not for self."



1789

President George Washington stops at Phillips Academy during his tour of New England. Washington addresses the school and holds an informal reception, which he attends on horseback.

1789

The first scholarships from John Phillips are recorded "in consideration of further promoting the virtuous and pious education of Youth."



across disciplines, author books and textbooks, and complete advanced degrees. They collaborate on research and projects as far away as India, South Africa, and China, or as local as Lawrence, Mass., Navajo or Pueblo reservations, or post-Katrina New Orleans. Driven largely by faculty initiative, these projects illustrate tremendous ambition and innovation and ultimately inspire their teaching.

In their commitment to various fields of expertise, and in their eagerness to engage and guide students, Andover's 222 faculty members create a vital and interactive atmosphere in their classrooms, laboratories, or wherever their teaching takes them. They challenge their students, encourage mastery of detail, and set high standards, while providing support and compassion to help students flourish. Indeed, it is this generous and spirited exchange among a community of learners that makes the Academy a special place for both faculty and students.

## Academic Departments

See *Course of Study* for course listings.

### ART

The art department courses involve students in the creative process and help them explore artistic thinking. Students have the opportunity to investigate particular areas in depth on both the introductory and advanced levels. Foundation courses teach the skills necessary to create images and consider how elements such as line, shape, and color can communicate meaning. Exhibitions by faculty and visiting artists, along with the resources of the Addison Gallery and the Peabody Museum, enhance the studio experience. Students who wish to pursue several terms of art can choose from a range of introductory and advanced courses taught by a faculty of nine practicing artists. The *Advanced Studio Art* course offers uppers and seniors the opportunity to broaden their art experience at an advanced level, develop and enhance their art portfolios, document work for college admission portfolios, or prepare Advanced Placement (AP) portfolios.

### CLASSICAL STUDIES

Four full-time members of the classics department teach courses in classical studies and in classical languages designed to provide students with a broad introduction to classical civilization through history, literature, mythology, and etymology. Additionally,

through the study of Greek, the department offers students a direct entry into Greek literature. Students master the Greek alphabet easily in the first few class meetings and quickly discover that the poetic and expressive qualities of Greek language and literature stimulate the imagination and illuminate the early political and intellectual development of the Mediterranean basin.

### ENGLISH

The English department believes students should accumulate reading and writing skills that are reinforced over the years as they encounter increasingly sophisticated forms of writing in their own work and the works they read. At the heart of this endeavor is the department's conviction that expression in language is intrinsic to the development of young adults. The English department curriculum first introduces students to the joys of reading and writing, and then invites the students to refine those skills as they enhance their ability to develop a voice and enrich their appreciation of other voices.

In *English 100: An Introduction*, students experiment with forms of writing ranging from personal narratives to pragmatic arguments and initial critical analysis, mostly in the form of journal entries. The literature highlights the journey, encouraging students to explore with the characters the adventures encountered in stories real and fictional.

1808

Andover Theological Seminary is founded and property adjoining Phillips Academy.



1811

William Goodell walks 60 miles from his home to attend Phillips Academy carrying his trunk on his back.

1819

Bullfinch Hall, designed in the style of Charles Bullfinch, is built.



1820

Discussion begins on the course of study necessary to prepare for college. Twenty subjects are studied 13 of which are in Latin and Greek.

In *English 200: Writing to Read, Reading to Write*, students study expository writing in the fall, poetry and short fiction in the winter, and a longer novel in the spring. Throughout the year, they study the relationships between form and content in both their own writing and the writing of published essayists, poets, dramatists, novelists, and short-story writers.

In *English 300: The Seasons of Literature*, students study the literature of tragedy, comedy, romance, and satire and write about it in a variety of rhetorical modes; in the spring they study Shakespeare. In the elective program, students are invited to select from among two dozen electives each term. The students learn about the philosophical underpinnings of major works as those works reflect elements in critical literary history.

#### DIVISION OF WORLD LANGUAGES

A faculty of 26 teachers in the Division of World Languages offers Andover students many choices. Ancient languages offered are Greek and Latin, the source languages of Western thought and literature. Modern languages offered for the diploma are Chinese, French, German, Japanese, Russian, and Spanish. A new one-term course introduces some of the basics of Arabic, together with the cultures of various Arabic-speaking lands. Emphasis is on the spoken word, and the target language is the means of nearly all communication in the classroom. The learning of skills in the first two years leads to a third year of structure review and topical study in literature and civilization. With this foundation, many students choose to move into more specialized areas. At all levels of study, students supplement their course work with video and audio materials, computers in the Language Learning Center, and with such activities as theatrical performances, radio shows, cultural festivals, language tables in the dining hall, visits by performing groups, and occasional trips to special events in Boston and at nearby schools and universities.

Students interested in pursuing two languages should consult with the head of the division.

In upper-level courses, students can prepare for many Advanced Placement examinations in language and literature and can qualify to take advanced

courses when they enroll in college. Superior students may carry out independent projects under careful guidance, or they may enroll in a post-Advanced Placement course. All languages, other than Arabic, offer introductory and intermediate courses, with opportunities for acceleration.

#### HISTORY AND SOCIAL SCIENCE

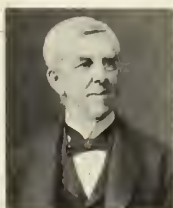
The study of history and the social sciences is fundamental to a liberal education. An understanding of the American past continues to be vitally important for a participating citizen in a constitutional republic, though that alone is not enough. The examination of other cultures is crucial for broadening our understanding of an interdependent world and, therefore, the study of international cultures is integrated throughout the department's program.

Courses in history in the junior and lower years emphasize major themes in world history and teach skills and concepts essential to the study of history and social sciences, thus preparing students for more advanced courses in the field. In the upper year, most students study U.S. history. Qualified lowers may take a yearlong *Modern European History* course. Seniors and qualified uppers choose from a variety of elective courses and research seminars, all of which challenge students to explore topics in greater depth and with increasing sophistication.

In all courses, students work individually and collaboratively, and write extensive essays, including research and policy papers, using government documents, newspapers, letters, diaries, and interviews—the raw materials of history. Students receive instruction as well as guidance from the department's faculty of 20 instructors.

#### MATHEMATICS

The 27 members of the mathematics department teach a curriculum built around a core sequence of elementary algebra, geometry, intermediate algebra, and precalculus. The department also offers many elective courses, including elementary and multivariable calculus, analytic geometry, probability, statistics, computer science, linear algebra, and vector



1825

Oliver Wendell Holmes, poet, literary leader, and doctor, graduates from Phillips Academy. Holmes immortalized Bulfinch Hall, "the classic hall," in his 1878 poem *The School-Boy*.

1827

"Do females possess minds as capable of improvement as males?" is the subject of the 1827 Philomathean Society debate.

May 6, 1829

Abbot Academy, one of the first educational institutions in New England to be founded for young women only, opens its doors. Founded by Sarah Abbot, it has 70 girls in its first class. The school thrives and ultimately merges with Phillips Academy in 1973.





analysis. More than one third of all mathematics is taken electively, much of it in preparation for Advanced Placement examinations in calculus, statistics, and computer science.

The department, located in Morse Hall, is equipped with computers, graphing calculators, and overhead projection equipment. Computer courses include introduction to computers and preparation for the Advanced Placement tests in Computer Science. Computer languages include Python and Java.

At Andover, the community of students who like math is sizeable. Many join the math team or the computer science team, both of which are spirited, challenging, and fun — and have ranked number one in New England in several prestigious competitions. These students share their curiosity and knowledge with their peers and with a faculty of dedicated mathematicians who have written math textbooks and are at the forefront of curricular movements in the field.

On weeknights, an evening math study center, proctored by faculty and peer tutors, is available to all.

## MUSIC

The music department faculty consists of nine resident teacher performers, 35 adjunct instrumental teachers, and one full-time librarian. All of the faculty are active performers in the Boston area, and most of them have graduate degrees in music. Instrumental lessons are available on all band and orchestral instruments and on the piano (classical and jazz), organ, harpsichord, harp, guitar (classical, folk, rock, and jazz), bagpipes, African drums, and voice.

Andover offers courses in all areas of music study and for all levels of students, and sponsors 60 to 70 student and student-faculty concerts on the campus each year. The music building, the beautifully renovated Graves Hall, has three large classrooms, two large rehearsal/concert rooms, a music library (recordings, computer lab, and scores), an electronic music studio, and 19 practice rooms. Many of the concerts that involve large performing groups take place in Cochran Chapel. The basement of Cochran Chapel houses a

fully equipped rehearsal room and a library of choral music, and upstairs is one of the department's treasures, a 30-stop, double manual, tracker action organ.

## PHILOSOPHY AND RELIGIOUS STUDIES

The Department of Philosophy and Religious Studies seeks to initiate students into three fundamental and related human quests: the search for meaning, the search for justice, and the search for the foundations of knowledge. The department's courses provide an introduction to outstanding literature in each field of study and to the skills necessary for critical appreciation of that literature. The department faculty, who believe that the distinctiveness, power, and universal features of a tradition can often be disclosed by a comparative focus, seek to help students become aware of the many voices that together inform religious and philosophical traditions. The department faculty also encourage students to engage actively in reflection on the personal significance of the questions they have chosen to explore. Thus, active class participation is an essential part of this process and of a student's grade.

## PSYCHOLOGY

The psychology department faculty consists of three doctoral-level, licensed psychologists who both teach and provide psychological counseling services. Two courses for uppers and seniors examine fundamental concepts in the field, with particular emphasis on helping the student explore the relationship between psychological knowledge and personal growth in the context of a diverse social environment. The *Introductory Psychology* course acquaints the student with the complexity and diversity of psychological inquiry and includes as topics personality theories, research methodologies, human development, social behavior, and psychopathology. The *Developmental Psychology* course examines human growth and development from infancy through adulthood. A major component of the course involves a number of visits and structured observations at our on-campus day care facility. Different theoretical perspectives of psychological development are examined as they relate to

1830

The Teachers' Seminary at Phillips Academy is established to provide general education for well-trained students.

1832

Samuel Francis Smith writes the lyrics to "America: My Country, 'Tis of Thee," while living in the house on Main Street now known as America House. It has been used as a dormitory by the Academy since 1919.



1840

The cost of tuition for one term is \$6, a fee which is remitted to indigent students.

developmental milestones. Both courses include lectures, discussion, and reading and may involve opportunities to apply learning in community settings.

## SCIENCE DIVISION

The program exposes students to a range of science that will enable them to be informed citizens and to pursue further study in those areas of science that interest them. The introductory courses provide a solid foundation for interdisciplinary or discipline-based advanced work. Electives provide opportunities for students to place their scientific knowledge in a broader context and to explore topics that are rarely encountered in a secondary school science curriculum. In fulfilling the requirement of two yearlong courses, students work individually and in groups to become active, confident questioners, problem-solvers, and experimenters. The range of course offerings allows students, in consultation with teachers and advisors, to craft a program responsive to their interests, abilities, and backgrounds.

## BIOLOGY

Introductory courses give students a general background and an understanding of some of the current trends in biology.

Advanced courses permit students to study some topics in considerably more depth. The laboratory and field work in these courses give students experience with the techniques of chromatography, electrophoresis, spectrophotometry, statistical analysis, dissection, and genetic engineering, as well as qualitative and quantitative field analyses.

Students who love working in the laboratory and have completed a year of biology and chemistry are invited to join the laboratory research course, where they learn state-of-the-art genetic engineering techniques and apply them to independent research projects. This course provides a unique opportunity for advanced biology and chemistry students to work in close collaboration with a faculty mentor and peers in an informal laboratory setting. Some students use the course as a springboard to further summer research work and competitions.

## CHEMISTRY

In the core introductory course of inorganic chemistry, students explore the central themes of all chemistry: structure, kinetics, and thermodynamics. Within this framework, topics include atomic structure, stoichiometry, gases, solids, solutions, equilibrium, electrochemistry, and nuclear chemistry, among others. Interactive lectures, chemical demonstrations, and group work help students realize how these seemingly abstract ideas are an integral part of everyone's world. Computers and calculators (for graphing, data analysis, and audio-visual applications) are proving increasingly useful components in this endeavor. Investigative lab work enriches the way in which students explore chemistry and is a vital component of the program. Working alone and in groups, students probe the chemical world with a variety of tools, including top-loading and analytical balances, pH meters, spectrophotometers, and a Fourier transform infrared spectrometer.

## INTERDISCIPLINARY SCIENCE

In addition to the yearlong course *Environmental Science*, which focuses on scientific understanding of the factors that influence the biosphere and considers the roles of economic forces, cultural and aesthetic considerations, ethics, and regulations in shaping our environment, the science division offers a number of term-contained interdisciplinary courses, some in cooperation with other departments across the school.

## PHYSICS

The physics department offers several introductory courses at various levels of difficulty. Some representative topics are mechanics, waves, heat, electromagnetism, light, and modern physics. The 16-foot observatory dome in the Gelb Science Center houses a research-grade telescope that can be controlled remotely via computer. This new facility enhances course work and project work. Recent projects include solar, lunar, and planetary study, astrophotography, computer simulations, and orbit analysis. The department is well equipped with laboratory and

1842

The Teachers' Seminary at Phillips Academy becomes the English department and coordinates with the classical department.

1852

Calvin Stowe and wife Harriet Beecher Stowe arrive in Andover. He is a professor at the Andover Theological Seminary, and she has just finished writing *Uncle Tom's Cabin*. Harriet begins to hold social events that are criticized as leading to "dissipation for the students."





demonstration equipment such as low-friction tracks, photogates for precise timing, cathode ray oscilloscopes for a multitude of uses, a seismograph, and computers for rapid data collection and analysis.

#### THEATRE AND DANCE

The Department of Theatre and Dance offers students academic courses in all aspects of theatre and dance, practical exploration in both disciplines, and the opportunity to present their work before an audience.

In dance, students may study ballet or modern dance as an afternoon sport. Classes and dance recitals are held in a studio with a sprung floor; additionally, dance performances are scheduled throughout the year in the school's three theatres.

In theatre, students may study acting and directing; design and construction of scenery, lighting, or costumes; and theatrical theory and history. Also, hands-on instruction is constantly available in all aspects of performance and production. Classes and performances are held in a state-of-the-art complex that includes a workshop theatre that seats 80; a "black box" theatre which, with 120 movable seats and a computerized light and sound system, is often used for student-directed performances; and a highly sophisticated, 350-seat flexible courtyard theatre that can be configured into proscenium, three-quarter, or arena-style seating. This major theatre boasts a computerized Expression light board and a digital sound system of recording-studio quality and is often used for faculty-directed productions.

In a typical school year, 30 to 40 productions are mounted either by students working for academic credit under the direction of theatre and dance department faculty or by students in extracurricular organizations. Additionally, professional guest artists in both theatre and dance come to Andover as often as possible to work shoulder-to-shoulder with students in classes and performances.

## Guidance and Support

#### COLLEGE COUNSELING

The College Counseling Office carefully guides uppers and seniors through the college admission process. Counseling begins in the winter of the upper year with a series of meetings to outline the 18-month cycle and to explain and demystify the process. Each student is assigned to one of six college counselors; the student and counselor meet first to review academic, personal, and extracurricular histories and goals and then to identify criteria for the development of an initial college list. Individual and group meetings continue in the fall and winter of senior year, focusing on the refinement of the list and the details of the applications themselves. As partners in the process, parents receive periodic newsletters from the College Counseling Office, are invited to on-campus programs on college admission, and are encouraged to share their ideas, insights, and concerns with their child's counselor. The College Counseling Office is committed to the proposition that finding good matches between students and colleges is the key element of the college process. Andover graduates choose colleges that cover a range of sizes, levels of selectivity, and locations. The Andover experience is valued by college admission committees at selective colleges, and many students compile records of accomplishment that make them attractive candidates at highly competitive colleges and universities. Still, college admission is increasingly competitive and there are no guarantees. Even students with impeccable college credentials may not be admitted to the most selective colleges and universities. The College Counseling Office's goal is to help Andover students take charge of this important rite of passage and to provide them with the tools, the confidence, and the information they will need to make wise choices as they plan for their future. A list of college matriculations for the 2007 graduating class appears on page 83.

#### 1854

The first female head of Andover Academy, Nancy J. Hassett, arrives. She strengthens the curriculum and manages the school's business affairs. The first trustee report says, "We regard it as a prime peculiarity and excellence of this school that the pupils are taught to think for themselves."

#### 1865

Richard T. Greener is the first African American student to graduate from Phillips Academy. Class of 1865. He goes on to become the first black graduate of Harvard.



## ADVISING AND SUPPORT SYSTEMS

At the heart of the Phillips Academy experience are student-faculty relationships. Many of these relationships develop organically through day-to-day engagement in every venue of the campus with the shared enterprise of learning. Others are more structured to ensure that each developing adolescent is constantly offered the gifts of sustained adult attention and support. (1996 *Steering Committee Report II*).

For boarding students, the primary adult contact is a house counselor whose apartment is in the dormitory and with whom the student often forms a close personal relationship. In addition, every Andover student has an individual advisor who helps design the student's course of study and extracurricular program and follows up with biweekly meetings. Together, the house counselor and advisor work to ensure that each student is challenged but also thriving, fully involved but not overwhelmed.

For ninth-grade boarding students, advisors are assigned by dormitory. When the ninth-graders move to upper-class dorms, they are assigned permanent advisors.

For ninth-grade day students and for all students who enter in grades 10 through 12, permanent advisors are assigned. The permanent advisor and student are paired until graduation, so their relationship grows as the years go by.

Additionally, every student has five or six classroom teachers, a cluster dean, and a coach or special activities supervisor (plus a college counselor for uppers and seniors) each term. These adults provide a network of support for every student at Andover. House counselors, day student advisors, and classroom teachers write to parents at the end of the fall and spring trimesters, and all Andover faculty members encourage parents to call or e-mail them with questions or turn to them for information about their sons' and daughters' progress.

## EXTRA HELP

Classroom teachers are available for extra-help sessions during the morning conference period and at other times as well for those who need additional assistance. The Academic Support Center meets with students individually to teach strategies for organizing work, managing time, and improving study skills. Tutoring in individual courses is provided through the peer tutoring program. Psychological counseling is available at the Graham House Counseling Center.

Evening study halls are available in each of the following disciplines: math—four nights a week; science—three nights a week; and writing—three nights a week.

## FLEXIBLE PLACEMENT

Initial placement in math, science, and foreign language varies according to the level of accomplishment each new student exhibits upon arrival. Flexibility in course offerings permits those with particular ability in these areas to move forward at a pace that makes the best educational sense for them. As students progress, they are presented with increasing choice so they may fashion a largely individualized program in the senior year.

## Resources

The school's endowment of approximately \$820 million (as of May 1, 2008) supports student scholarships and tuition, maintenance of the campus, academic programs, and the Academy's faculty. Among the school's resources are 598 dormitory rooms, 109 classrooms, an astronomical observatory, more than 200 computers, a video and electronic imaging center, language and music laboratories, a licensed radio station streaming audio online, 24 extensive science laboratories and classrooms in the new Gelb Science Center, an 85-acre bird sanctuary, 35 art and music studios and practice rooms, a state-of-the-art theatre complex, three gymnasiums, a swimming pool, 18 playing fields, 18 tennis courts, two dance studios, an all-weather track, Phelps Stadium, and a state-of-the-art skating complex that features two skating rinks, dedicated locker rooms for both varsity and junior varsity hockey teams, a training room, and a heated viewing area.

1867

Shimeta Neesima leaves Japan for America as a stowaway on the ship *Wild Rover*. He is adopted by the shipowner, an Andover trustee, and takes on the name Joseph Hardy Neesima. In 1867 Neesima graduates from Phillips Academy, later from the Andover Theological Seminary. Neesima becomes the first Japanese to be ordained a Congregationalist minister. He returns to Japan and founds Doshisha University, now the largest private university in Japan.



1872

Modern foreign languages are introduced into the classical department.

1873

The *Courant* is founded as Abbot's history and literary magazine.



### THE ADDISON GALLERY OF AMERICAN ART

In 1930, when Thomas Cochran, Class of 1890, gave to the school the Addison Gallery of American Art, he wrote that he wished his gift "to enrich permanently the lives of the students of Phillips Academy by helping to cultivate and foster in them a love for the beautiful." Serving as both a nationally recognized museum and an educational resource for the school and the region, the Addison enriches the life of Phillips Academy and the community in many ways. The museum's holdings are world renowned and include works by, among others, John Singleton Copley, Benjamin West, Thomas Eakins, Winslow Homer, James A. McNeill Whistler, Walker Evans '22, Edward Hopper, John Sloan, Alexander Calder, Hans Hofmann, Georgia O'Keeffe, Robert Frank, Jackson Pollock, Frank Stella '54, Jasper Johns, Andrew Wyeth, and Sol LeWitt.

The Addison serves Andover's students and the public with 12 to 15 exhibitions each year drawing on the permanent collection but also mounting important loan shows traveling throughout the world. Recently the museum presented *Accommodating Nature: The Photographs of Frank Gohlke*; *Carroll Dunham: A Print Survey*; *Eye on the Collection: Views and Viewpoints*; *Birth of the Cool: California Art, Design, and Culture at Midcentury*; *Class Pictures: Photographs by Dawoud Bey*; *Ipswich Days: Arthur Wesley Dow and his Hometown*; and *Angela Lorenz: The Artist's Book as Volume of Knowledge*. The gallery also sponsors an artist-in-residence program that brings artists to Andover to create art and to work with students. Well known to connoisseurs, artists, art lovers, and scholars, the Addison is one of the great treasures of the American museum community.

### THE OLIVER WENDELL HOLMES LIBRARY

At the hub of Andover's intellectual life is the Oliver Wendell Holmes Library, named after the famous physician, poet, and wit, who was a member of the Class of 1825. The building contains the Academy's main collection of more than 150,000 volumes and is home to more than 200 years of Phillips Academy

archives and several special collections. The library subscribes to 250 current American and foreign-language serials, provides access to thousands of additional journals through full-text electronic databases, receives several daily newspapers from throughout the country, and has an extensive microform collection. The OWL, the library's Web-based automated catalog, also provides access to material at the Brace Center for Gender Studies, the Addison Gallery of American Art, the Robert S. Peabody Museum of Archaeology, and the William B. Clift Jr. Record Library, and to the collections of 27 other libraries through membership in the NOBLE Consortium. Because of Andover's strong academic tradition, the library's mission includes responsibility for teaching students how to retrieve and evaluate information rapidly and simply in all formats. The building, open more than 80 hours each week to support student and faculty study and research, features wireless access, open stacks, an 18-station electronic resource center and loaner laptops, seminar rooms, faculty research carrels, and a number of classrooms.

### THE ROBERT S. PEABODY MUSEUM OF ARCHAEOLOGY

Founded in 1901 through the bequest of Robert S. Peabody (PA 1857), the Peabody Museum was established as a place for students to discover "sciences such as archaeology." During its 100+ years at the vanguard of the development of American archaeology as a discipline, the Peabody pioneered field techniques that included the use of carbon-14 dating, convened the formative meeting of the Society for American Archaeology, and served as a model for compliance with the Native American Graves Protection and Repatriation Act of 1990. Its approximately 600,000 objects, photographs, documents, and reference materials represent diverse indigenous cultures in the Americas and reflect more than 12,000 years of culture history. These collections support curricula in history, biology, language, math, art, and English and provide community service and research opportunities. The Peabody sponsors two summer expeditionary

1873

The arrival of Cecil F.P. Bacon '73 as headmaster marks the beginning of the "modern" Andover. The student body increases from 262 to more than 400 pupils during his tenure.



1875

The four-year classical course is introduced at the school.

1877

*The Philonian*, the official student newspaper of the Academy, is established. One of the oldest school newspapers in the country, it is still published Fridays during the school year.

1878

Phillips Academy celebrates its 100th birthday. In honor of the occasion, Oliver Wendell Holmes reads his poem *The School-Boy* at the Centennial Celebration. This year also marks the first year of the Andover-Exeter athletic competition.

learning projects: Pecos Pathways, a three-week cultural exchange between Andover students and teens from the Pueblo of Jemez, N.M.; and the Andover-Labrador project, which engages Andover students and Innu teens in central and coastal Labrador.

#### THE BRACE CENTER FOR GENDER STUDIES

The Brace Center for Gender Studies, in historic Abbot Hall, provides resources for the study of gender issues, enhancing and strengthening Andover as a coeducational institution. The center sponsors lectures, films, and forums on adolescent growth and development and the influence of gender on individual achievement. It houses an extensive lending library of books on gender-related topics. Each year, the center provides research grants to faculty and student fellows who present their findings in public forums. Presentations have included "Simone de Beauvoir: The Second Sex at 50, Coeducation at 25"; "Cracking the Morse Code: Deciphering Patterns of Enrollment and Success in Mathematics at Phillips Academy"; "Identity: An African American View"; and "Innovations in Music Education: The Contributions of Julia Crane and Eleanor Smith."

#### THE MONCRIEFF COCHRAN SANCTUARY

The Moncrieff Cochran Sanctuary is an 85-acre tract of rare beauty on the northern end of campus. Dogwood, azalea, rhododendron, and laurel provide a succession of bloom from late April to mid-June. Trails wind around two ponds and through extensive natural wild areas and are used all year long by hikers, bird watchers, cross-country runners, mountain bikers, cross-country skiers, and the Academy's Search and Rescue program.

### Resources In Technology

Every student is provided an e-mail account, a private telephone line, a personal voice mailbox, and a PAnet account. PAnet, the Academy's Intranet, provides a virtual community in which students, faculty, and staff can share their works and ideas. PAnet offers the Blackboard suite of products, which is used by most

colleges and universities. It includes such features as Internet access, online courses, streaming media, Web-based e-mail, campus information and announcements, discussion groups, and online file storage.

Andover's state-of-the-art fiber optic computer network provides high-speed computer access to more than 75 academic, administrative, and residential buildings on campus. Network access is available to all students in their dormitories, as well as through the public Technology Learning Centers (TLCs) on campus, which house more than 200 computers and are staffed by professionals who provide assistance to students and faculty. A wireless network is also available in the Oliver Wendell Holmes Library, in all academic buildings, and in selected administrative buildings.

#### THE PHILLIPS ACADEMY COMPUTER CENTER

The Phillips Academy Computer Center (PACC), located in the library's lower level, is the Academy's primary computing facility. Open more than 70 hours each week, the PACC is available to students, faculty, and staff for their individual use, while classes in nearly all academic subjects are held in the computer seminar rooms. An evolving hub of electronic technology, the PACC houses more than 90 Windows and Macintosh computers and contains a variety of other equipment, such as high-resolution scanners and high-speed laser printers. Technical staff members provide assistance to users, and handouts or software manuals are available as references for every software package.

#### THE FRANCES YOUNG TANG THEATRE

The Frances Young Tang Theatre in George Washington Hall is a highly sophisticated, 350-seat flexible courtyard theatre that can be reconfigured to accommodate proscenium, three-quarter, or arena-style stagings. The theatre boasts a computerized light board and digital sound system and is complemented by a second "black box" theatre and a classroom theatre studio. The three theatres are supported by a large scenery shop, a costume shop, and two makeup and dressing rooms.

1878

In November, Andover plays its first football game against Exeter (and wins), beginning the long athletic rivalry between the two schools.

1893

Abbot Academy introduces college prep courses and strengthens the classical studies program.

1901

The required morning chapel begins at 7:50 a.m., a year's tuition is \$100, and a student can generally expect to pay about \$3 a week for food. Many students coming from a distance board with local families in the town of Andover for about \$4 a week.

1902

The Borden Gymnasium is dedicated.





### THE AUDIO VISUAL CENTER AND KEMPER AUDITORIUM

The Audio Visual Center has two multimedia classrooms that support DVD, VHS, dual-slide projection, CD, video projection, and Internet access. Digital cameras and digital camcorders are available for student use. Kemper Auditorium is a 214-seat theatre that supports DVD, 16mm projection, VHS, laser disc, and other video formats. Kemper Auditorium possesses surround-sound technology with a unified remote control system for complete environmental control.

### THE POLK-LILLARD CENTER FOR VIDEO AND ELECTRONIC IMAGING

The Polk-Lillard Center for Video and Electronic Imaging is capable of importing, creating, manipulating, and exporting professional graphics and state-of-the-art electronic imagery. Students have access to 21 Macintosh computers, as well as color printers, scanners, software packages designed for photo manipulation and processing, digital camcorders, nonlinear professional editing systems, and digital cameras.

### THE LANGUAGE LEARNING CENTER

The first fully digital facility in the country, the Language Learning Center has served the students and faculty of the Division of World Languages since 1996. On the leading edge of educational technology, the center delivers interactive instruction in seven languages. Students use film, sound, text, and the Internet to enhance their language learning. Many of the materials in the LIC have been created by Andover teachers, and consequently are tightly integrated with our curriculum and approach. Students often use technology to produce their own projects, from research papers to presentations to films.

### THE WILLIAM B. CLIFT JR. RECORD LIBRARY

The William B. Clift Jr. Record Library offers students the opportunity to examine pieces of music closely using computer-based CD analysis software. With the center's integrated Korg Triton MIDI keyboards and computer technology, students are also able to com-

pose and revise original musical pieces. The library's enormous collection of classical, rock and roll, blues, jazz, reggae, country, and hip hop music, plus musical scores, sound effects CDs, comic routines, and much more is available to the entire campus.

### Off-Campus Programs

Several outstanding off-campus programs are available to Andover's students. Phillips Academy tuition, fees, and financial aid, however, do not necessarily cover the full cost of these programs.

### SCHOOL YEAR ABROAD

School Year Abroad, an independent program under the aegis of Andover, Phillips Exeter Academy, St. Paul's School, and 23 other independent schools, offers to qualified uppers and seniors a full academic year of living and studying in China, France, Italy, or Spain. A new program in India begins in the fall of 2008. While abroad, students live with host families, participate in the activities of local athletic and social clubs, and pursue a course of study (both in English and in the local language) under the supervision of teachers from Andover and other member schools and native teachers. School Year Abroad offers travel and all college testing and provides full academic credit, permitting students to graduate from Phillips Academy with their own class. Andover students who wish to participate must consult with their advisors or the dean of studies. Financial aid is available. School Year Abroad now also conducts summer programs in China and France. For more information, please call School Year Abroad at 978-725-6828.

### SUMMER LANGUAGE PROGRAMS ABROAD

Summer Study in Chinese, French, German, Japanese, Russian, and Spanish

The Academy has instituted a program to support scholarships for four- to eight-week summer in-country immersion programs for 20 to 25 students per summer in the less commonly taught languages of Chinese, German, Japanese, and Russian. In 2008, summer language programs also were held in Burgos, Spain, and Dijon, France.

1903

The Robert S. Peabody Foundation of Archaeology Museum opens. Now the Robert S. Peabody Museum of Archaeology, it holds more than 600,000 objects representing indigenous cultures in the Americas.

1903

Field hockey is introduced at Abbot Academy and the first competitive game is played a year later against Bradford Academy. By the 1940s almost women will participate in field hockey, basketball, tennis, skiing, skating, gymnastics, softball, frank, artillery, lacrosse, horseback riding and dance.

1904

The first Rhodes Scholar, a former Phillips Academy student, is chosen in 1904.



1912

Miss Bertha Bailey becomes headmistress of Abbot Academy and rules the girls' school "with an iron hand." It was during her tenure that the first international students arrived at the school from China, Japan, Greece, and Brazil.

## Outreach Programs

In its tradition of service and leadership and as an integral part of its mission, Phillips Academy commits its institutional resources to provide programs both on the Andover campus and in the broader world of education to constituencies beyond those served through its core academic program.

Andover's outreach initiatives have evolved over the last three decades as distinctive programs in the advancement of education.

### ANDOVER BREAD LOAF WRITING WORKSHOP (EST. 1987)

Summer workshops and year-round networking and education for public school students and teachers to enhance literacy and improve the teaching of writing. National in reach, with Lawrence, Mass., as its base, Andover Bread Loaf also involves tutoring by PA's community service students.

### INSTITUTE FOR RECRUITMENT OF TEACHERS (EST. 1990)

An intensive four-week summer program, plus year-round mentoring, that prepares rising college seniors and recent graduates from diverse communities for graduate school and teaching careers in schools and universities.

### (MS)<sup>2</sup>: MATHEMATICS & SCIENCE FOR MINORITY STUDENTS (EST. 1977)

An intensive three-summer math and science enrichment program for talented and economically disadvantaged African American, Latino, and Native American public school students.

### PALS PROGRAM (EST. 1988)

A two-year summer and winter program for Lawrence, Mass., middle school students. Provides enrichment in math, language arts, and sciences, with mentoring by members of PA and Andover High School community service programs.

## Summer Session

### THE PHILLIPS ACADEMY SUMMER SESSION

The Phillips Academy Summer Session offers its students academic and personal growth in a rigorous precollege setting. It provides demanding classes, invigorating afternoon activities, engaging trips to colleges, cultural and social activities, and comfortable dormitories that prepare students for collegiate residential life. More than 60 courses are offered in literature and writing, the visual arts, music, languages, computer science, mathematics, the natural sciences, philosophy, the social sciences, and English as a second language. The average class size is 14. Applicants must be graduates of the seventh, eighth, ninth, tenth, or eleventh grade with a strong school record and a serious desire to spend the summer in challenging, disciplined study. Financial aid is available. Phillips Academy students may enroll in summer enrichment classes. Please call or write:

The Phillips Academy Summer Session

Phillips Academy

180 Main Street

Andover, MA 01810-4161

Telephone: 978-749-4400

E-mail: [summer@andover.edu](mailto:summer@andover.edu)

Web site: [www.andover.edu/summersession](http://www.andover.edu/summersession)

1923

The Memorial Bell Tower is constructed in memory of Phillips Academy graduates who lost their lives in World War I.



May 18-19, 1928

Andover celebrates its 150th anniversary with gala events. President Calvin Coolidge attends and delivers a speech praising the democratic nature of the Academy. Coolidge's cigar stub from the event is preserved in the Academy archives.

1930

This year sees a great deal of construction: The original library is completed and named after Oliver Wendell

Holmes. Thomas Cochran founds the Addison Gallery of American Art in the hope that "If Andover students could be surrounded by beautiful things, their lives would be immeasurably enriched."





## The World Comes to Andover

Endowed lecture funds at Andover bring exciting artists, authors, journalists, poets, performers, scientists, and speakers to campus for community concerts, lectures, readings, and events every year. A number of these guests take part in intimate master classes with students, critiquing student work and offering their knowledge and insight. The following is a partial list of guests who have visited in recent years.

Chris Abani	Activist/musician/author
Julia Alvarez '67	Novelist
Bill Belichick '71	Head coach, New England Patriots, three-time Super Bowl Champs
H.G. "Buzz" Bissinger '72	Pulitzer Prize-winning journalist
Trisha Brown	Award-winning dancer/choreographer
George Bush '42	41st president of the United States
Sarah Chayes '80	Former NPR war correspondent
Amy Chua	Yale law professor/author
William Sloan Coffin '42	Chaplain and social activist
Harold Decker	Former president and CEO of the American Red Cross
Andre Dubus III	National Book Award finalist in fiction for novel <i>House of Sand and Fog</i>
Paul Farmer	Physician and anthropologist, founder of Partners in Health
Barney Frank	U.S. congressman (D-Mass.)
Henry Louis Gates Jr.	W.E.B. DuBois professor of the humanities and director of the DuBois Institute for African and African American Research at Harvard
The Rev. Peter Gomes	Plummer Professor of Christian Morals at Harvard
Denyce Graves	Acclaimed mezzo-soprano opera singer
David Halberstam	Author and Pulitzer Prize-winning journalist
Seamus Heaney	Nobel Prize-winning poet
Peter Jennings	ABC news anchor, author
Ha Jin	Award-winning writer, poet
Bill T. Jones	Choreographer, dancer
Yo-Yo Ma	Grammy Award-winning cellist
Lee Marmon	Native American photographer
Wynton Marsalis	Grammy Award-winning jazz performer
Bobby McFerrin	Vocalist, performer
Ralph Nader	Consumer advocate and 2004 presidential candidate
Odetta	Folk singer
David Roosevelt	Author of <i>Grandmère</i> , a memoir of his grandmother, Eleanor Roosevelt
Amartya Sen	Nobel Prize winner in economics
Frank Stella '54	Abstract artist
Evan Thomas '69	Assistant managing editor, <i>Newsweek</i>
Archbishop Desmond Tutu	Nobel Peace Prize-winning activist against apartheid
Nell Tyson	Space scientist
Derek Walcott	Nobel Prize-winning poet and playwright
James Watson	Nobel Prize-winning codiscoverer of DNA
William Wegman	Artist and photographer

## STUDENT LIFE

What makes Andover such a terrific place? The students—their energy, their optimism, their willingness to learn new things, and their varied backgrounds.

Students come to Andover from Brooklyn and Beijing. Some are conservative, while others are liberal. They represent a variety of religions and cultures. We have students with special talents in areas ranging from math to theatre and from sports to music; some arrive with demonstrated abilities in all areas, but many develop new interests while they are here. Our multifaceted adult community offers Andover students the opportunity to meet others who can share their interests and appreciate their strengths while providing useful advice when they need it.

The school's cluster system, combined with our academic and psychological counseling services, our Office of Community and Multicultural Development, our chaplains and our health center, enables Andover to provide extensive opportunities for support and guidance. We offer a rich residential curriculum of programs dealing with such issues as health and wellness, interpersonal relationships, drug and alcohol use, human sexuality, and racism. We also take care to maintain a low student-faculty ratio in the dormitories so house counselors can oversee their young charges while collaborating with each student's advisor as needed.

Andover's goal is to bring to campus talented students "from every quarter" who can enjoy the advantages of its size while at the same time feel adequately supported and part of the community.

### DAILY LIFE

Andover operates on a trimester system. The year begins in early September and ends in June, with breaks in December and March. Students normally have four or five class meetings per day. Classes are held on Monday through Friday, with shortened class days on Wednesday morning and classes on selected Saturday mornings in the fall and spring terms. Classes do not meet on Sunday.

The weekly schedule provides time for independent study, rehearsals, and sports, for informal visits to the museums, and for extracurricular activities. Students participate in athletics at least four afternoons a week; in addition, interscholastic competitions are held on Wednesday and Saturday afternoons.

All students also spend about two hours each week in the school's work program, which is designed to instill a sense of community responsibility for the daily operation of the school, to remind students of the practical elements of life beyond academia, and to

help the school reduce its operating costs. Students share the jobs of cleaning the dormitories' hallways and common rooms and helping in classrooms, offices, and laboratories.

### THE CLUSTERS

The cluster system is the heart and soul of Andover's community life. Clusters create the personal atmosphere of a neighborhood in which people get to know each other through living together and sharing in cluster functions.

The dean of students oversees the five clusters, each of which is supervised by a cluster dean who knows all the students in the cluster, works closely with student leaders, and is available to students and parents for information and advice. Clusters do not affect students' classes, their extracurricular activities, or interscholastic sports, but student orientation, intramural sports, weekday social functions, Blue Key spirit activities, and disciplinary procedures are all organized by cluster.

1932

Cochran Chapel, given by Thomas Cochran, Class of 1890, is built, and then extensively renovated in 1998.



1933

Claude Fuess becomes the 10th headmaster and brings about curriculum revisions, emphasizing breadth and variety: four years of history are required in order to increase an awareness of the Western world; four years of science are required; and art and music appreciation courses are added to the curriculum.



1940

In the mid- to late 1940s war-related courses are added to the curriculum, including navigation and meteorology.

1942

The Andover Summer Session is inaugurated under the direction of Wilbur J. Bender, with the participation of 197 boys.



## HOMEWORK

Academic course work is intensive and involves about 20 to 25 hours of outside of class preparation each week. On nights before classes, formal study hours begin at 8 p.m., at which time students must be signed in to their dormitories or an academic area on campus. By 10 p.m. (9:30 p.m. on Sunday and Thursday), students must be studying in their dormitories and signed in for the night.

Despite the amount of time that must be spent on academic pursuits, most students become involved in extracurricular activities and social events. By allowing students to make some choices about how they spend their time, Andover encourages independence and personal responsibility.

## EXTRACURRICULAR ACTIVITIES

Extracurricular activities are an important aspect of a student's education, and Andover offers a rich fare, thanks to the range of interests among the student body. In fact, there is no limit to the variety of organizations or the enthusiasm of their members. Students who do not find an existing club or organization that meets their needs are encouraged to start one.

## DORMITORIES

Boarding students live in boys' or girls' dormitories with house counselors and their families. The dormitories vary in size, housing from four to 43 students. One faculty family is in residence in the smallest dormitories; large dormitories have as many as four faculty residences. All living arrangements encourage close relationships among students and between students and house counselors. Parents can easily keep in touch with students. Each boarding student has a private telephone with voice mailbox as well as an e-mail account and in-room high-speed Internet access. Day students have e-mail accounts and voice mailboxes. All students can receive U.S. mail and package delivery through their student mailboxes in George Washington Hall. One-third of the boarding students live in single rooms, two-thirds in double

rooms. Because students benefit from knowing members of all classes, most dormitories house lowers, uppers, and seniors. Juniors, the youngest students, benefit from extra supervision and guidance and so live together in dormitories with special study and lights-out policies.

## NINTH-GRADERS: JUNIORS

Andover's ninth-graders (juniors) enjoy the support of an academic and residential program specially crafted for their class. A coordinated approach permits classroom teachers, house counselors, and advisors to confer and plan as they address these young students' needs and encourage their growth. Each junior day student is assigned to a faculty member who serves as the student's advisor throughout the student's Andover career, providing continuity and support as the student matures. Junior boarding students live in designated junior dormitories with house counselors who monitor their progress carefully and with upper or senior prefects who have been selected because they are role models for good study habits, self-confidence, and community spirit. For ninth-grade boarding students, advisors are assigned by dormitory. At dormitory meetings, juniors explore topics ranging from study skills and time management to community living and goodness, that help Andover's youngest students adjust to living away from home. With this foundation beneath them, junior boarding students move in the tenth-grade year to upper-grade dorms where, along with a house counselor, each is paired with a permanent faculty advisor who sees him or her through the Andover career.

## MEALS

Meals are served in Commons, a central dining hall comprised of four handsome, traditional dining rooms and two modern serving areas. Several entrees, a pasta bar and salad bar, and homemade bread and soup are available daily. The cost of meals is included in the tuition of both boarding and day students.

1945

The "Direct Method" of language instruction is introduced with hopes of producing students not grammarians.



October 1948

Lt. Col. John Mason Kemper is inaugurated as the 11th headmaster of Phillips Academy. Fourteen years later, in October 1962, *Time* magazine puts Headmaster Kemper on its cover. "Kemper's gifts for hard analysis and easy leadership galvanized Andover," the article says.

In 1948 Kemper spearheads effort financed by Ford Foundation to allow well-prepared high school seniors to test out of lower-level courses in college. This leads to establishment of the Advanced Placement exams by the College Board in 1954.

1954

Abbot Academy celebrates its 125th anniversary.

Beth Chandler Warren becomes the first African American woman to matriculate at Abbot Academy.

**RULES AND DISCIPLINE**

Honesty and respect for self and others are principles that guide expectations for interactions among all members of the Andover community. The *Blue Book* outlines behavioral guidelines, policies, and rules. Students should know and comply with these rules.

When a student violates a school rule, a hearing is conducted by a disciplinary committee made up of members of the student's cluster. In this way, faculty members and students most familiar with the student investigate the infraction and determine an appropriate disciplinary response. We believe developing adolescents can learn from their mistakes. Therefore, we practice a second-chance system that allows students who commit a major rule violation to remain at school so long as they demonstrate a willingness to follow rules in the future. However, serious offenses involving a student's integrity or social offenses that threaten the well-being of individuals or the school community may lead to immediate dismissal.

**WEEKENDS**

Social events during the week are limited by the demands of the academic program, but the weekend program on campus is exciting and varied. Weekend activities include theatre and musical performances, dances, concerts, coffeehouses, lectures, movies, art exhibitions, plays, and informal activities. Day students may attend all of these events and are permitted, with their parents' and the house counselor's permission, to sleep over at a friend's dorm; similarly, boarders, with proper permission, may sleep over at a day student's home.

**DRESS CODE**

Andover does not have a formal dress code, but students are expected to be neat and clean and to dress appropriately for each occasion.

**RESIDENTIAL EDUCATION AND SUPPORT**

Andover takes seriously its responsibility to help students maintain a healthy lifestyle and has developed several specific programs to address alcohol and drug use, human sexuality, nutrition and body image, and many other issues that concern young people today. Some of the programs are required, some are voluntary; all are for boarding and day students alike.

We offer a rich personal and community education program (known as PACE) as a complement to our outstanding academics. PACE is a developmentally sequenced array of classes, presentations, and discussions that address topics pertinent to the social and psychological development of adolescents. Included in the PACE curriculum are citizenship, peer mentoring, and programs for juniors; a PACE Seminar to develop in 10th-graders the skills and insights necessary for living successfully in a pluralistic society and global village; and programs for uppers and seniors that focus on transitioning to adulthood and gaining skills necessary to succeed beyond Andover. Additionally the PACE curriculum provides programs on HIV/AIDS awareness, alcohol and substance abuse prevention, respect, responsibility, boundaries in relationships, and health and wellness topics including sleep, nutrition, and stress.

Students also attend Martin Luther King Jr. Day seminars in January and Wellness Week education workshops in November.

The Brace Center for Gender Studies, the Women's Forum, and the Date Rape Prevention Team offer programs to educate the community on gender issues. Those wishing to explore the issues of diversity can join CAFE (Community Awareness for Everyone). Other student-run organizations and support groups deal with such issues as body image, the aftermath of divorce, and standing against drugs and alcohol.

**ISHAM HEALTH CENTER**

Phillips Academy employs a full-time physician/medical director who is board-certified in pediatrics and pediatric endocrinology, a licensed nurse practitioner,

1955	1955	1955	late 1950s	1964-1965
The Russian language is first taught at Phillips Academy.	With the realization that some material being taught at Andover is repeated when students enter college, Advanced Placement credit begins at Phillips Academy with a chemistry course and a fifth-level French class.	In response to a national teacher shortage, the Andover Teaching Fellow Program is inaugurated to recruit and train young men for the teaching profession.	The decision is made to admit the best 250 candidates regardless of their ability to pay tuition. Phillips Academy's enrollment increases to more than 800 students.	The Search and Rescue Program, an outdoor activity course involving kayaking, mountain hiking, climbing, rafting, and first-aid skills, is introduced. This innovative program becomes a model for Outward Bound USA.



and 11 registered nurses to staff Isham Health Center. The center is an 18-bed licensed hospital and is open 24 hours a day while school is in session. Services provided by Isham include lab work and X-rays, a pharmacy, nutrition counseling with a dietitian, and scheduled clinics for orthopedics/sports medicine, dermatology, and psychiatry. The Isham staff maintains close association with approximately 60 medical, surgical, and dental specialists in the Andover and Greater Boston communities who are readily available for consultation. Isham Health Center also welcomes requests for follow-up and continuing care from students' home physicians.

#### GRAHAM HOUSE COUNSELING CENTER

The Counseling Center, located in its own building on Wheeler Street directly behind Cochran Chapel, has two primary roles: to serve the individual psychological needs of students, faculty, and staff and to foster the psychological health and well-being of the Phillips Academy community. The Counseling Center's services include individual and group counseling, psycho-educational programs, specialized training programs, and consultation services to parents, teachers, and departments. All services are provided without charge. Appointments may be scheduled through the Graham House secretary (978-749-4360) or through an individual counselor. Drop-in visits are also welcomed.

#### THE CAMPUS MINISTRY

Phillips Academy's interfaith ministry responds to the spiritual needs of the whole school community. The new director of spirituality and religious life oversees chaplaincy representatives from Protestant, Roman Catholic, and Jewish traditions.

Campus religious communities gather weekly for worship and fellowship. Major celebrations of the religious year, such as Yom Kippur, Easter, and Ramadan, occur on campus or nearby. We also celebrate our common values during secular holidays and encourage support for universal needs like peace, justice, and the alleviation of hunger.

Student religious associations include CHIL (Protestant), the Catholic Student Fellowship, the Jewish Student Union, the Muslim Student Union, the Hindu Student Union, QU'AKE (the Society of Friends), and the Andover Interfaith Council. Our interfaith ministry welcomes the formation of new student and faculty groups that respond to religious needs.

#### OFFICE OF COMMUNITY AND MULTICULTURAL DEVELOPMENT

In keeping with the school's Statement of Purpose, the mission of the Office of Community and Multicultural Development is to raise awareness and encourage understanding of differences of race, ethnicity, religion, gender, socioeconomic class, geographical origin, and sexual orientation. The office sponsors workshops, lectures, and educational programs for the entire Phillips Academy community and contains a small library and reading area. The dean, student advisors, and program coordinators provide support to individual students and student groups. Additionally, the office coordinates professional development opportunities for faculty and promotes mentoring programs.

Learning takes place differently for each person within this complex and diverse community. Students and faculty benefit from attending our many organized cultural celebrations, lectures, and workshops throughout the year. Sometimes the most meaningful learning comes in informal conversations sparked by current societal issues. CAFE (Community Awareness for Everyone) provides an open forum for students and adults to gather and engage in cross-cultural dialogue.

Students learn that through investigation and greater understanding of experiences outside their own they are better prepared to come to a greater understanding of themselves. We have an obligation to assist in their awareness of an ever-evolving world and the role they can play in making a difference.

1966

Andover's first Faculty Steering Committee studies its primary mission in the educational program, recommending a broader mission program, an anti-racism program, and a new curriculum for the school. The report leads to the development of Andover's racial system.

1966

WPAA Phillips Academy's student-run FM radio station goes on air.

1971

Term-credit remedial elective courses are introduced. A mainframe computer is installed. Morse Hall to begin computer education at Andover.



March 1972

Theodore P. Sizer, former dean of the Harvard Graduate School of Education, is named the 12th headmaster of Phillips Academy. In *Speculations on Andover* he says, "Andover ought to stand for the ideal of a heterogeneous school. It ought to demonstrate the special power of such for learning. Accordingly Andover should vigorously recruit an international student body, boys and girls of social, racial, national, and religious diversity."

## MESSAGE FROM THE DEAN OF ADMISSION *Jane Foley Fried*



Welcome to the adventure of the secondary school admission process—a journey that will ask you to look hard at yourself and your dreams, and where they best may be realized.

Consider all you have accomplished so far—the academic classes you have taken, the service you have performed in your community, the sport or art you've worked at so hard, the moments when your family and friends needed you and you gave of yourself. Where will it lead you?

What are your current interests and what might interest you that you have never even considered before? Who will you become and what will help you to develop your talents, knowledge, and experience? What are your dreams and how will you achieve them?

Those questions become increasingly relevant as you consider leaving your home or your hometown school for a boarding school.

We are delighted you have taken an interest in Andover. This historic school is known for the breadth and depth of its curriculum and cocurriculum and for the enormous variety of experiences we offer. It is also known for helping its students develop independence, appreciate diversity, and become leaders—all increasingly important qualities in today's complex world.

The faculty and students here have gathered from cities and suburbs and towns and villages all over the world to pursue their dreams together. Our campus is expansive, but our residential "cluster system" of neighborhoods provides the support found in schools a quarter of our size.

Andover welcomes applications from high school-aged students from all grade levels. Each year, we enroll approximately 200 ninth-graders, 75 tenth-graders, 20 eleventh-graders, and 30 one-year seniors (twelfth-graders and postgraduates).

As Andover is unique, so will you find this catalog. The main section gives you impressions—in students' own words and in photographs—of who we are in our diverse and multifaceted selves, as well as how and where we learn, live, play, and grow together. In this section are facts and figures to help you navigate all of the exceptional components that comprise an Andover experience. Companion publications, the *Course of Study* and faculty booklet, contain detailed descriptions of all academic courses and a list of all faculty.

We take great pleasure in introducing you to Andover as we anticipate the great pleasure of learning more about you. To begin the admission process, please complete Part One of the application located at [www.andover.edu/admission](http://www.andover.edu/admission) or in the application packet. Next, schedule a personal interview at the Shuman Admission Center on Salem Street. For students who cannot visit campus, a complete list of alumni admission representatives is available online at [www.andover.edu/admission](http://www.andover.edu/admission).

1973

Andover merges with neighboring girls' school Abbot Academy under the direction of Headmaster Theodore R. Sizer and Donald Gordon, headmaster of Abbot.



1973

A student penned this verse and posted it to a door the day of the SAT test:

*I think that I shall never see  
A waste quite like an SAT.  
An SAT is just a test  
to find which people guess the best.  
With paragraphs of boring lore  
penned before the Civil War.  
I think erosion is to rocks...  
and blackened in the proper box.  
For un-computer types like me  
such nonsense is an SAT.  
Poems are changed by fools like me  
but God would blow his SAT.*

1977

The Phillips Academy Cantata Choir and Chamber Orchestra come into existence under the direction and guidance of William Thomas and begin making spring tours. Past tour destinations have included Belgium, France, Italy, England, and many cities in the United States.



## ADMISSION AND FINANCIAL AID

The school's constitution, written in 1778, states that Andover "shall be ever equally open to Youth of requisite qualifications from every quarter." With this principle in mind, the basic requirement for admission to Andover today continues to be evidence of sound character and strong academic achievement. The school is especially interested in candidates who demonstrate independence, maturity, and concern for others in addition to high performance in studies and activities. Valuing diversity in its student body, the school seeks to bring together a community from all parts of the country and from many nations.

The school's endowment covers approximately one-third of the cost of an Andover education. Therefore, in fact, every student receives financial aid. In addition, because of the generosity of a large number of alumni, parents, and friends, further financial assistance is available. (See Financial Aid and Financial Aid Planning, page 109.)

### Application Procedures

Priority will be given to day student candidates who complete the application and interview by January 15, and to boarding candidates who complete the application and interview by February 1. A decision from the Admission Committee will be mailed on March 10. The possibility of admission is considerably lessened for all applicants who complete the process after the stated deadlines, and decisions for this group may not be rendered before May 1. A deposit of \$2,000 is required to reserve a place at the time admission is offered to an applicant. If you have questions about Andover's admission or application procedures, please call or write.

#### Office of Admission

Phillips Academy  
180 Main Street  
Andover, MA 01810-4161

Admission office direct line: 978-749-4050  
Academy switchboard: 978-749-4000, ext. 4050  
Admission office e-mail: [admissions@andover.edu](mailto:admissions@andover.edu)  
Academy Web site: [www.andover.edu](http://www.andover.edu)

Office hours: Monday through Friday, 8:30 a.m. to 4:30 p.m., and designated Saturdays, 8:30 a.m. to noon, October 1 through January 31.

### DAY STUDENTS

Students residing in several nearby cities and towns may choose whether to apply as day students or as boarders. This is a one-time-only choice that must be made when the application is submitted to the admission office. Day students comprise approximately one fourth of the student body.

Students residing in Andover or in North Andover must apply as day students. Applicants from the following Massachusetts cities and towns have a choice: Boxford, Bradford, Dracut, Georgetown, Groveland, Haverhill, Lawrence, Lowell, Lynnfield, Methuen, Middleton, North Reading, Reading, Tewksbury, and Wilmington, and also Atkinson, Pelham, Plaistow, and Salem, New Hampshire.

Families are urged to consider carefully all aspects of each option, including transportation, finances, accessibility to the variety of on-campus activities, and the relative merits of living at home versus school residence for the student. The admission office will be happy to assist families in reaching the best decisions for their needs.

Candidates living outside our day student area but intending to move before September to a day student town should discuss the situation with an admission counselor, apply as boarders, note it on the application, and notify the admission office when the move is

1978

Phillips Academy celebrates its 200th birthday with a broad array of festivities

1981

The Community Service Program is developed, serving three local agencies. Today, students can participate in volunteer projects at over 25 local organizations



1981

Donald McNemar is named the 13th headmaster of Phillips Academy

1982

The tuition for boarders is \$7,200

completed. At that point, candidates will be changed to day student status. Current students who move to either Andover or North Andover are required to become day students.

#### FOUR STEPS TO BE COMPLETED FOR APPLICATION

##### 1. Complete the Candidate Statement,

###### Part One of the Application

To begin the application process, complete the Candidate Statement, Part One of the application located online or in the application packet, and send in the nonrefundable \$40 fee (\$60 for international students) as soon as possible. Checks are to be made payable to the Trustees of Phillips Academy. An applicant file will not be created until the Candidate Statement, Part One of the application is received. The online application can be found at [www.andover.edu](http://www.andover.edu). Click "Admission," select "Admission Information," and then "Fill out the Candidate Statement, Part One." (Applications will not be considered unless the Candidate Statement, Part One, and the fee are received.) Fee waivers are available.

##### 2. Schedule a Personal Interview

Day student candidates must complete their interviews by January 15 and boarding candidates by February 1. Candidates are encouraged to schedule interviews in either the spring, summer, or early fall of the year before they intend to enter. It is in everyone's best interest for the interview to take place as early as possible. A visit to the Academy is desirable, as it gives candidates a chance to have questions answered and see the school.

If a candidate or a member of the candidate's family needs disability-related accommodations, please notify the admission staff at 978-749-4050 in advance of scheduling an interview so we can make appropriate arrangements. Please allow two hours for the tour and interview, and be sure to dress with the weather in mind. After the interview, candidates and their families are welcome to walk about the campus, visit the Addison Gallery of American Art, or watch games and practices. Candidates who cannot visit the

Academy are themselves responsible for arranging an interview with an alumni admission representative. Alumni admission representatives are listed on our Web site. We do not conduct telephone interviews.

##### 3. Return the Final Application Forms

Final application forms should be completed and returned as soon as final grades are available for the fall term. The transcript must include current grades for the application to be complete. Priority consideration is given to day student applications submitted by January 15 and to boarding applications submitted by the advertised deadline of February 1. (Candidates who apply after February 1 should return forms immediately.) Teacher recommendations should be from current teachers. We cannot accept any application forms by fax.

##### 4. Take the Appropriate Standardized

###### Admission Test

Although most candidates for grades 9–11 submit the Secondary School Admission Test (SSAT), candidates who wish to present the Educational Records Bureau's Independent School Entrance Examination (ISEE) may do so. Whenever possible, international students for whom English is not the primary language should also submit the Test of English as a Foreign Language (TOEFL). Many candidates register for the SSAT online at [www.ssat.org](http://www.ssat.org).

#### INTERVIEWS WITH ALUMNI REPRESENTATIVES

While it is advisable from the student's point of view to visit Andover, distance frequently renders a visit impractical. When this is the case, the candidate should e-mail or telephone the most conveniently located alumni admission representative (AAR) and arrange for an interview. After you arrange for an interview with an AAR, please notify the Andover admission office of the date of the interview and the name of the interviewer. This procedure will help us keep your records up to date. To find an AAR near you, please refer to the online list at [www.andover.edu/admission](http://www.andover.edu/admission).

1986



Headmaster McNemar and the chief of foreign relations for the Soviet Ministry of Education sign an exchange program with the Novosibirsk Physics-Mathematics School in Siberia. The program, the first of its kind for high school students anywhere in the United States, begins the following fall. Later in the decade, Nobel Laureate and peace activist Andrei Sakharov (left) visits the Academy.

1994

Barbara Landis Chase becomes the 14th head of school, the first woman to hold the position.

"Our students will need courage and compassion, a sense of balance and of humor, a commitment to work and to their families, a sure sense of themselves and a deep commitment to the community. They will need knowledge and goodness."

—Barbara Landis Chase Investiture Address





## SECONDARY SCHOOL ADMISSION TEST

The 2008–09 Student Registration Information Brochure, published by the Secondary School Admission Test Board, Princeton NJ 08540, will be sent by Andover to all candidates. This brochure describes the Secondary School Admission Test, which will be given on the following dates.

October 11, 2008	February 7, 2009*
November 8, 2008	March 7, 2009
December 13, 2008	April 18, 2009
January 10, 2009	June 13, 2009*

\*U.S./Canada sites only

Candidates are strongly urged to take the SSAT administered in either November or December 2008. Otherwise, candidates should take the January 2009 administration.

## TWELFTH-GRADE OR POSTGRADUATE CANDIDATES

Instead of the Secondary School Admission Test, senior and postgraduate candidates must take either the Preliminary SAT or the SAT Reasoning Test of the College Board (ETS 609-771-7600). Prospective students may register online for the PSAT and SAT at [www.collegeboard.com](http://www.collegeboard.com).

Postgraduates are full-fledged members of the senior class and are eligible for all school activities. Because of their academic credits, they frequently have maximum flexibility in course selection.

## EARLY DECISION

Andover does not participate in any early decision plan for admission.

## School Costs and Affordability

### TUITION AND FEES

The tuition for 2008–09 is \$39,100 for boarding students and \$30,500 for day students. The average annual cost to educate a student at Andover is approximately \$66,800. The difference between the annual cost and the tuition charge is made up from gifts and income from endowment, which are the products of the generosity of alumni, parents, and friends. To reserve a student's place for a given school year, a non refundable deposit in the amount of \$2,000 must be received by the acceptance deadline, April 10, in the case of a newly admitted student, or by May 1 in the case of a returning student. The deposit will not be refunded under any circumstances.

The tuition, less the above deposit, is billed in two equal amounts, with half the tuition and fees due July 15 and the final payment due December 1. The award of financial aid scholarship or loan reduces the billed amount accordingly.

An optional Tuition Refund Plan is offered, at 2.5 percent of tuition, to protect against the departure of a student for any reason. Under this plan, 65 percent of the unused portion of the tuition for school days remaining is refunded (excluding the \$2,000 non refundable enrollment deposit and any financial aid scholarship grants).

Unless the Tuition Refund Plan has been purchased, no tuition refund will be made for any student who withdraws, is dismissed, or is absent for any reason after registration.

1996

The Town of Andover celebrates its 350th birthday



The Language Learning Lab is created for students studying foreign languages. It is the first digital language lab facility in the country offering access to real-time video and audio files as well as data over the network.



1996

The Brane Center for Gender Studies opens in historic Abbot Hall as a place to study and understand gender issues within the framework of a coeducational institution.

October 1996

The Board of Trustees approves a strategic plan for the school. One of the plan's goals is to reduce the student body from nearly 1,200 to 1,050 over four years.

1997

The Andover baseball team is invited to play against Exeter on historic Doubleday Field in Cooperstown, N.Y.

Tuition covers instruction, board, room (including basic furniture), physical training and most athletic privileges, use of laboratory equipment and material, and admission to all authorized athletic contests and most authorized entertainment at George Washington Hall or elsewhere on campus, including the Saturday evening movies.

The school provides sports uniforms and most athletic equipment. Students are required to bring their own footwear and are urged to bring whatever other personal athletic equipment they already possess.

#### OTHER EXPENSES

Tuition does not include a technology fee, materials for art courses, medical expenses and insurance, telephone charges, textbooks, laundry, school supplies, or breakage and/or damage to school property. Typically these expenses total about \$2,000 per year. Tuition does not cover private music lessons or the cost of participation in School Year Abroad or other off-campus programs.

Bills for items not included in tuition charges may be rendered at any time during the school year. All charges must be paid by their due date in order to assure a student's place at the Academy. Students with past-due bills may be asked to leave at any time. The diploma of the Academy will not be awarded to seniors whose school accounts are not paid in full by June 1.

## Financial Aid and Financial Aid Planning

Financial need should never discourage a student from applying to Phillips Academy. Andover awards financial aid under a need-blind policy and offers grants for low-, middle-, and upper-middle-income families. Andover meets individual family need with grants; no student loans are awarded. To help all Andover families with financial planning, the school has created the Andover Plan, an innovative package of payment options.

Because Andover values and seeks an economically diverse student body, aid is awarded only on the basis of demonstrated need. Full scholarships are awarded based on a comprehensive analysis of need, not a predetermined gross income. Need depends on many variables, such as family income, number of children, age of parents, other tuitions, unusual medical expenses, taxes, assets, liabilities, and so on.

#### Phillips Academy Financial Aid 2008–2009

Operating Budget:	\$14.6 million
Financial Aid Scholarship Grants:	\$13.7 million
Student expenses:	\$900,000
Average grant for returning students:	\$29,200

*The best way to find out if you qualify for financial assistance is to apply.*

#### NEED-BLIND POLICY

The 2008–2009 incoming class represents the first to be admitted under Andover's new need-blind policy, which means that every applicant is considered for admission regardless of their family's financial circumstances. Andover's commitment also guarantees that the demonstrated financial need of each enrolling student will be met 100 percent with financial aid grants. Andover is proud to be among the very few institutions to support students in this comprehensive way.

1998

Andover celebrates the 30th anniversary of the school's African-Latino-American Society and the 25th anniversary of coeducation on campus.



April 24, 1999

Andover kicks off Campaign Andover, the largest fundraising drive in secondary school history, to raise \$200 million in support of scholarships, salaries, technology, resources, and campus improvements.

May 1999



Andover's Robert S. Peabody Museum of Archaeology takes part in the repatriation and reburial of sacred artifacts and the remains of about 2,000 Pecos Indians exhumed during an expedition led by Andover archaeologist Alfred V. Kidder from 1915 to 1929. It is the largest reburial of human remains to ever take place in the country.



### TO APPLY FOR FINANCIAL AID

1. When filling out the Candidate Statement, Part One of the application (located online or in the application packet), parents should check "yes" for financial aid.

2. You will find a Parents' Financial Statement (PFS) in your admission application materials. Fill it out and send the original to the School Scholarship Service (SSS) in Pittsburgh, Pa. The SSS uses a formula nationally accepted among independent schools to analyze need and provides Andover with a preliminary estimate of your family's ability to contribute to educational expenses. The process assures that all schools to which a student applies will base their calculations on the same data. After November 15, the PFS will be available online at [www.nais.org](http://www.nais.org). Parents should click "SSS Online" to fill out a PFS online.

3. Send a copy of the PFS to Andover prior to January 15, along with the most recent IRS 1040 and W2 forms when they become available.

Requests for aid filed after the January 15 deadline may not be processed in time to be included in the initial allocation of financial aid funds.

### FEE WAIVERS

We recognize that applying to secondary schools can be a financial burden for some families. With verification of financial need, Andover may waive the fees for the admission and financial aid applications and standardized testing. For more information about fee waivers, please call our office at 978-749-4050.

### DIVORCED OR SEPARATED PARENTS

The resources of both parents must be considered in cases where a divorce or separation has taken place. This information should be included on the financial statement provided by the school. The availability of complete information from both parents is essential to assure a fair assessment of the family contribution. Lack of this information may result in no award of aid or an arbitrarily low financial aid package. Financial aid award letters are mailed in the same envelope as the letter of admission, on March 10. For more detailed information, direct your e-mail, letter, or telephone call to:

James F. Ventre, Director of Financial Aid  
Phillips Academy  
180 Main Street  
Andover, MA 01810-4161  
Telephone: 978-749-4059  
E-mail: [jventre@andover.edu](mailto:jventre@andover.edu)

### FINANCIAL PLANNING: THE ANDOVER PLAN

All families, whether or not they are receiving financial aid, benefit from planning carefully the way in which they will pay for their children's education. Accordingly, Andover created the Andover Plan, which offers parents different payment options. The program was designed with the help of KeyBank and prepGATE. Briefly, the options include a one-time tuition payment that avoids tuition increases; programs that access credit loans; and arrangement of a monthly budgeting plan. All students who are enrolled on a full-time basis are eligible for these plans, which are explained in detail on the following page.

2002

Andover celebrates the opening of Phillips Stadium and the Harmon Rink.

2003

Andover celebrates its 225th anniversary and the 175th anniversary of the founding of Abbot Academy with music colloquia and festive food.



2004

The \$28 million Gelb Science Center opens enhancing science teaching with state-of-the-art facilities.

2007

On September 15, the first 'Non-Sib' Day takes place. Students, faculty, staff, alumni, and parents from around the globe engage in community service projects.

November 2007

Phillips Academy announces need-blind admission policy.

## THE ANDOVER PLAN

The Andover Plan provides the following payment options for a range of family situations.

	<b>OPTION 1:</b> <b>KEY EDUCATION:</b> <b>Monthly Payment Plan</b>	<b>OPTION 2:</b> <b>KEY EDUCATION:</b> <b>Achiever Loan</b>	<b>OPTION 3:</b> <b>PHILLIPS ACADEMY:</b> <b>Guaranteed Tuition Single Payment</b>
	A monthly budget option	A low-cost private loan	A prepayment option
<b>Benefits</b>	<ul style="list-style-type: none"> <li>• Apply online, by phone, mail, or fax</li> <li>• No credit review</li> <li>• No interest</li> <li>• Families may budget any annual amount of tuition expense, other than the nonrefundable enrollment deposit, over the school term</li> <li>• Direct Debit Option—payments can be automatically withdrawn from your checking account</li> <li>• Optional Education Completion Protection—valuable life and disability insurance</li> </ul>	<ul style="list-style-type: none"> <li>• Apply online, by phone, mail, or fax</li> <li>• Reserve funds for 1–4 years of school; interest is charged only on the amounts paid to the school</li> <li>• Low interest rate and overall cost</li> <li>• Can also be used to meet college expenses</li> <li>• Optional Education Completion Protection—valuable life and disability insurance</li> </ul>	<ul style="list-style-type: none"> <li>• No tuition increases</li> <li>• Automatic enrollment in Tuition Refund Plan at no cost for the current school year</li> </ul>
<b>Features</b>	<ul style="list-style-type: none"> <li>• Pay for one year of school in 10 equal monthly payments beginning May 1</li> <li>• Application fee of \$55 prior to June 1 then increases to \$100</li> <li>• Family pays Key, which pays Phillips Academy</li> </ul>	<ul style="list-style-type: none"> <li>• Favorable interest rate; set quarterly based on 3-month LIBOR plus 2.60% (6.73% as of 2nd quarter 2008, 9.9% APR). Borrow from \$2,000 up to the total cost of education less any aid</li> <li>• Funds are paid to Phillips Academy</li> <li>• Up to 20-year repayment term</li> </ul>	<ul style="list-style-type: none"> <li>• Families prepay tuition from their own resources for a student's entire Andover education at the entry-level cost times the number of years (e.g., 4 for 9th grade, 3 for 10th grade, 2 for 11th grade)</li> </ul>
<b>Eligibility</b>	<ul style="list-style-type: none"> <li>• Any family wishing to pay annual costs in equal monthly payments regardless of financial aid awards</li> </ul>	<ul style="list-style-type: none"> <li>• Main applicant: Parent or sponsor of student, wishing to pay education costs over an extended term</li> </ul>	<ul style="list-style-type: none"> <li>• Main applicant: Parent or sponsor of student, wishing to pay education costs over an extended term</li> </ul>
<b>Obligation</b>	<ul style="list-style-type: none"> <li>• Monthly payments to Key over 10 months</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly payments to Key over 240 months</li> </ul>	<ul style="list-style-type: none"> <li>• Prepayment to school of entire four, three, or two years of tuition at first year's rate</li> </ul>
<b>Source</b>	<ul style="list-style-type: none"> <li>• Family funds</li> </ul>	<ul style="list-style-type: none"> <li>• Loan</li> </ul>	<ul style="list-style-type: none"> <li>• Family funds or loans</li> </ul>
<b>Contact</b>	<ul style="list-style-type: none"> <li>• Key Education Resources 1-800-KEY-Lend <a href="http://www.Key.com/educate">www.Key.com/educate</a></li> </ul>	<ul style="list-style-type: none"> <li>• Key Education Resource 1-800-KEY-Lend <a href="http://www.Key.com/educate">www.Key.com/educate</a></li> </ul>	<ul style="list-style-type: none"> <li>• Phillips Academy 978-749-4504 <a href="mailto:billing@andover.edu">billing@andover.edu</a></li> </ul>



## TRAVELING TO ANDOVER

### DIRECTIONS

If traveling by car from Boston, take I-93 north for about 19 miles. Take Exit 41, then turn right (east) and follow Route 125 for two miles. Turn right onto Route 28, and go north three miles to the Andover campus. Turn right after the bell tower onto Salem Street. The Shuman Admission Center is on the right. Parking is located behind the building.

If driving from Logan International Airport, follow the signs to Boston via the Sumner Tunnel, then follow I-93 north signs, then follow the directions above.

From I-495 north or south, take Exit 41, marked Andover, and proceed south on Route 28 through the town of Andover. The Phillips Academy campus is approximately one mile south of the center of town. At the traffic light at the intersection of Main Street and Salem Street (at the bell tower), take a left onto Salem Street. The Shuman Admission Center is on the right. Parking is located behind the building.

The Mass. Bay Transportation Authority runs commuter trains to Andover from Boston. Call them at 617-222-3200 or 800-392-6100 or visit their Web site: [www.mbt.com](http://www.mbt.com).



### ACCOMMODATIONS

- Andover Inn  
Chapel Avenue, Andover  
978-475-5903
- Comfort Suites  
4 Riverside Drive, Andover  
(Exit 45 off I-93)  
978-475-6000
- Comfort Suites  
106 Bank Road, Haverhill  
(Exit 49 off I-495)  
978-374-7755
- Courtward Marriott  
10 Campanelli Drive, Andover  
(Exit 45 off I-93)  
(Next to Wyndham Andover Hotel)  
978-794-0700 or 800-321-2211
- Fairfield Inn by Marriott  
1695 Andover Street, Tewksbury  
(Exit 39 off I-495)  
978-640-0700 or 800-228-2800
- Holiday Inn  
Tewksbury/Andover  
4 Highwood Drive, Tewksbury  
(Exit 39 off I-495)  
978-640-9000 or 800-465-4329
- Residence Inn Boston Andover  
500 Minuteman Road  
(Off River Road), Andover  
(Exit 45 off I-93)  
978-683-0382 or 800-331-3131
- SpringHill Suites  
550 Minuteman Road, Andover  
(Exit 45 off I-93)  
978-688-8200 or 866-449-7388
- Staybridge Suites  
4 Technology Drive, Andover  
(Exit 45 off I-93)  
978-686-2000 or 800-238-8000
- Wyndham Andover Hotel  
123 Old River Road, Andover  
(Exit 45 off I-93)  
978-975-3600 or 888-949-3300

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## CLASS SCHEDULE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
● 8:00–8:45 1st Period (45 minutes)	8:00–8:45 1st Period (45 minutes)	8:00–8:45 1st Period (45 minutes)	8:00–8:45 Department Meeting	8:00–8:45 1st Period (45 minutes)
8:55–9:40 2nd Period (45 minutes)	● 8:55–9:40 2nd Period (45 minutes)	8:00–9:15 1st Period (75 minutes)	8:50–10:05 3rd Period (75 minutes)	8:55–9:40 2nd Period (45 minutes)
9:45–10:15 Conference	9:45–10:15 Conference	9:25–10:40 2nd Period (75 minutes)	9:20–10:05 3rd Period (45 minutes)	9:45–10:15 Advising
● 10:20–11:05 3rd Period (45 minutes)	10:20–11:05 3rd Period (45 minutes)	9:55–10:40 2nd Period (45 minutes)	10:10–10:40 Conference	10:20–11:05 3rd Period (45 minutes)
11:15–12:00 4th Period (45 minutes)	● 11:15–12:00 4th Period (45 minutes)	10:50–11:35 All-School Meeting	10:45–11:30 4th Period (45 minutes)	11:15–12:00 4th Period (45 minutes)
● 12:10–12:55 5th Period (45 minutes)	12:10–12:55 5th Period (45 minutes)	11:45–12:30 7th Period (45 minutes)	10:45–12:00 4th Period (75 minutes)	12:10–12:55 5th Period (45 minutes)
1:05–1:50 6th Period (45 minutes)	● 1:05–1:50 6th Period (45 minutes)	11:45–1:00 7th Period (75 minutes)	12:10–1:25 5th Period (75 minutes)	12:10–12:55 5th Period (45 minutes)
● 2:00–2:45 7th Period (45 minutes)	2:00–2:45 7th Period (45 minutes)		12:40–1:25 5th Period (45 minutes)	1:05–1:50 6th Period (45 minutes)
			1:35–2:20 6th Period (45 minutes)	2:00–2:45 7th Period (45 minutes)
			1:35–2:50 6th Period (75 minutes)	
Athletics and Community Service				
4:50–5:35 (45 minutes)	● 4:50–5:35 (45 minutes)		4:50–5:35 (45 minutes)	4:50–5:35 (45 minutes)
4:50–6:05 (75 minutes)	4:50–6:05 (75 minutes)		4:50–6:05 (75 minutes)	4:50–6:05 (75 minutes)

- The daily schedule includes a once-a-week extended academic period for most classes and a weekly All-School Meeting on Wednesdays
- A black dot indicates the day on which a 4-hour course that uses its extended period does not meet
- 45-minute classes meeting during a 75-minute time slot will meet at the time specified

### BEYOND THE CLASS SCHEDULE

#### 5:00 p.m.

Commons begins serving dinner

Commons open all day for casual dining

#### 6:20–7:50 p.m.

Cocurricular programs (club meetings, music and drama rehearsals, publications, etc.)

#### 8:00 p.m.

Study hours begin. Underclass students do academic work in their dormitories or in the library, language lab, art studio, music building, writing center, science study hall, or math study hall

#### 10:00 p.m. (Monday, Tuesday, Wednesday);

#### 9:30 p.m. (Sunday, Thursday)

Dorm sign-in for all students on weeknights. (During 5-day weeks, Friday evening sign-in is 10 p.m. for underclass students, 11 p.m. for seniors. Saturday evening sign-in for all students is 11:30 p.m.)

#### 11:00 p.m.

Lights out for juniors; lowers are to be in their own rooms. During the fall term, uppers are expected to be in their own rooms.

## CATALOG CREDITS AND ACKNOWLEDGEMENTS

Concept development: Matt Ralph, Jane Fried, Tracy Sweet

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Lead writer (including graphic novel): Dorene Dzuiba

Principal photography: Len Rubenstein

Additional photography: John Hurley; Michael Lutch;

Ellen Hardy; Richard Graber; Peter Southwick;

Walter Bibikow, The Picture Cube; Mahmood Fazal;

Alana Rush; Jon Mahoney

Graphic novel illustration: Mark Weber

Additional illustration: Wade Zahares

Project managers: Ellen Hardy, Debby Murphy

Additional writers: Tracy Sweet, Vivien Mallick, Sally Holm

Editors: Scott Aubrey, Jill Clerkin, Jane Fried, Sally Holm,

Vivien Mallick, Debby Murphy, Tracy Sweet

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*Abbot Academy Sketches, 1892–1912*, Katherine R. Kelsey,  
Houghton Mifflin Co., 1929.

*Athletics for All*, Fred H. Harrison, Phillips Academy,  
1983.

*In My Time*, ed. by Claude M. Fuess, Phillips Academy,  
1959.

*Men of Andover*, Claude M. Fuess, Yale University Press,  
1928.

*Men of the Old School*, Scott Paradise, Phillips Academy,  
1956.

*An Old New England School*, Claude M. Fuess,  
Houghton Mifflin Co., 1917.

*A Singular School*, Susan M. Lloyd, Phillips Academy,  
1979.

*Youth from Every Quarter*, Frederick S. Allis Jr.,  
Phillips Academy, Andover, 1979.

Dover Publications, Inc.



**CALENDAR** *2008–2009 Academic Year*

FALL TERM		WINTER TERM	
<b>September</b>		<b>January</b>	
Tuesday 2	Faculty returns	Sunday 4	Winter vacation ends, 8:00 p.m.
Saturday 6	New students arrive and register	Saturday 17	Day with Andover Open House
Sunday 7	Returning students arrive and register	Monday 19	Martin Luther King Jr. Day (special schedule)
Tuesday 9	Classes begin	<b>February</b>	
Saturday 13	Non Sibi Day	Friday 6	Midterm academic review
<b>October</b>		Monday 16	Midwinter holiday (no classes)
Thursday 9	Yom Kippur (no classes)	Saturday 28	Andover–Exeter athletic contests
Friday 17	Midterm academic review	<b>March</b>	
Friday 24–Sunday 26	Parents' Weekend	Saturday 14	Spring vacation begins
Monday 27	College Visiting Day (no classes)	<b>SPRING TERM</b>	
<b>November</b>		<b>March</b>	
Sunday 2	Day Student Open House	Sunday 29	Spring vacation ends, 8 p.m.
Saturday 8	Andover–Exeter athletic contests	<b>April</b>	
Friday 21	Thanksgiving vacation begins, 5:35 p.m.	Wednesday 1	Spring Visit
<b>December</b>		Friday 3	Spring Visit
Monday 1	Thanksgiving vacation ends, 8 p.m.	Monday 6	Spring Visit
Friday 5	Classes end, 5:35 p.m.	Tuesday 7	Spring Visit
Friday 12	Winter vacation begins	Monday 20	College Visiting Day (no classes)
		<b>May</b>	
		Friday 1	Midterm academic review
		Saturday 9	Grandparents' Day
		Saturday 23	Andover–Exeter athletic contests
		Friday 29	Classes end, 5:35 p.m.
		<b>June</b>	
		Thursday 4	Senior Prom
		Sunday 7	Commencement

Six-day weeks include Saturday classes on September 27, October 11, April 11, and May 9.











PLEASE NOTE: The information that follows is accurate as the Course of Study goes to press. Phillips Academy reserve the right to make changes subsequent to the date of publication. All such changes will be reflected in the online version of the Course of Study, available at the Phillips Academy Web site: [www.andover.edu/academics/home.htm](http://www.andover.edu/academics/home.htm). For the latest, most accurate information, please consult this online version.

# Course of Study

2008-2009

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## GENERAL INFORMATION

### The Educational Program

Phillips Academy's educational program comprises academic, athletic, and community dimensions. The *Blue Book* describes for students and their parents the opportunities, requirements, responsibilities, and expectations associated with these different elements. The *Course of Study* focuses on the academic program.

### The Academic Curriculum

The curriculum of Phillips Academy comprises a required core of studies believed to be fundamental to a liberal education and elective courses designed to fit the interests of the individual student. Instruction is given in all subjects usually required for entrance to higher learning institutions.

The diploma requirements, chosen by and voted on by the entire faculty as essential elements of the academic program, are designed to ensure that Phillips Academy graduates successfully complete a course of study in a broad range of disciplines and skills that, in the judgment of the faculty, provides the appropriate foundation for a liberal education. The requirements are further specified as to skill level and content by the academic divisions and departments, with the oversight of the Academic Council. Certain requirements vary in keeping with the length of time a student attends the Academy.

Classroom groups are small enough to permit individual attention, and students are placed in sections fitted to their skill levels. Accelerated sequences and advanced courses offer particularly able and well-prepared students opportunity to progress at a rate commensurate with their ability and ambition. Most departments offer courses beyond the level of preparation for college.

Topics, texts, and materials occasionally may not win the full approval of all students or parents. However, they will be selected carefully and thoughtfully within our academic departments, then presented and considered in managed contexts. Parental objections to course materials will not affect student placement in sections or courses.

### The Trimester Plan

The academic year is separated into three trimesters. There are two types of weekly class schedules: one during which classes meet only Monday through Friday, and the other during which classes also meet on Saturday morning. Within a given week, classes are scheduled to meet according to varying patterns. Many departments offer yearlong courses, as well as those that are term-contained (completed in one trimester). The diploma requirements are stated in terms of full-year courses or trimester courses, depending on the academic area involved.

### Placement of Newly Admitted Students

Students entering their first year are sent placement materials, including forms for present teachers to complete and self-administered diagnostic tests in elementary algebra, music, and some world languages. These items are used by the Academy to aid in proper placement or recommendation of course levels. New students are also asked to complete to the best of their ability a course selection form indicating the courses they wish to take during the coming year. Although the placement material may alter a student's preliminary selections somewhat, it is helpful, for planning purposes, to know the levels each student thinks he or she is ready to enter.

Placement in the level of a subject may be independent of a student's grade level in school, through advanced placement at entrance or by taking accelerated courses; many students fulfill requirements early, thereby gaining increased opportunity for college-level or other elective courses.

For full membership in a given grade, students should have credit for the work of the previous grade or its equivalent. However, students are rated as members of a given grade if their deficiencies for full membership in it do not exceed a certain number of trimester courses.

Grade levels at Andover have unusual names: ninth-graders are called Juniors, 10th-graders are called Lower Middlers or Lower, 11th-graders are called Upper Middlers or Uppers, and 12th-graders and postgraduates are Seniors.

### International Students

Phillips Academy recognizes that international students who are here for only one year may face unique transitional issues because of their relatively short tenure at the school. The Academy therefore provides some initial specialized courses in English and U.S. history in which language proficiency is less necessary. (See the introductory paragraphs for the English and history sections of this book.) However, all students at Phillips Academy, including international students, are expected to perform competently in the school's basic curriculum.

### Advising

Each student has an advisor. This faculty member is expected to guide the student in shaping a well-thought-out, long-term academic program that will incorporate both breadth and depth. In planning a program of studies, the student's needs and aspirations, insofar as they can be identified, are carefully considered, as is the necessity of meeting diploma requirements. The student's needs may include college and career plans, strengths and weaknesses revealed by previous performance and aptitude tests, and character and personal development.

The advisor meets with the new student during the orientation prior to the beginning of classes in September to review and approve the course selections the student has made during the spring or summer. Subsequently the student meets biweekly with his or her advisor to establish a personal relationship and to ensure that issues that arise concerning the student's academic program are addressed promptly. Midway through each term the student and the advisor together make or confirm course selections for the upcoming term and review long-range plans.

From time to time during the academic year the advisor (for day students) or the house counselor (for boarders) will report to parents concerning the student's growth and progress. Late in the spring, students in the three lower classes (Juniors, Lowers, and Uppers) and their respective advisors will prepare course selections for the coming year; a copy of these selections will be mailed to parents in June. The advisor will welcome any information and suggestions parents may wish to offer.

### **Workload**

Phillips Academy's academic program is based upon the premise that students are capable of studying independently, responsibly, and with self-direction.

During junior year, students may take five or six courses as deemed appropriate by the student with guidance from the advisor and Advising Council, a group of faculty appointed by the dean of studies. Subsequently, students are expected to carry five courses each term. On occasion and with the approval of the Advising Council, programs of four or six courses may be taken (see page 7 for the six-course and four-course load policies). Over the span of their last two years, students are required to complete at least 27 trimester units, with at least 12 of those units taken in the Senior year.

No student may take more than two courses in one department per term. Furthermore, with the exception of spring term Seniors, a student who wishes to take two courses in a single department must take a five-course load, with the following exceptions: two math courses when one—and only one—is a computer course; two art courses when one is art history; two music courses when one—and only one—is performance-based. Students who, in the spring term of their senior year, wish to take two courses in one department may do so as part of a four-course load. Taking three courses in a single department is not permitted.

In most courses, especially those taken to meet diploma requirements, class time and homework together can be expected to require a total of about nine hours per week. Certain upper-level elective courses, as noted in their descriptions, may require more than the standard four to five hours of homework per week.

### **Academic Assistance**

Students in need of academic assistance should first seek help from their classroom teachers. Additional help is available at the Academic Support Center (ASC), where students can sign up for peer tutors or work with an adult on study skills, organizational skills, and time management. Other sources for academic support on campus include the Math and Science Study Halls, the Writing Center, CAMD (Community and Multicultural Development Office), the Writing Workshop, and language tutoring at the Language Learning Center (LLC).

Phillips Academy does not offer remedial courses, training in English as a Second Language (ESL), or tutoring by faculty members other than out-of-class help offered by teachers to students enrolled in their courses.

In compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, and upon request, the Academy will provide accommodations that are reasonable and appropriate to students with properly documented disabilities. Students who wish to request such accommodations should contact the coordinator of services for students with disabilities for information concerning the Academy's procedures for documenting the disability and the need for accommodation(s). As these procedures take some time, immediate implementation of accommodations may not be possible.

### **Attendance**

Regular attendance in class is an essential element of a Phillips Academy education. Students are expected to attend all academic classes. Instructors, if approached in advance, are permitted (but not required) to excuse students from a class meeting if the absence from that meeting will not add to weekend time. Only cluster deans may give permission to extend weekend time, and they may do so without consulting instructors. (See *Blue Book* for further information.)



### Diploma Requirements

The basic diploma requirement is the satisfactory completion of a four-year secondary school program, of which at least three trimesters must be at Andover. The student must be in good standing (not on probation or under suspension) at the time of graduation. A student who has been dismissed is ineligible for a diploma unless readmitted.

Trimester credits required for the diploma are

for entering Juniors	54
for entering Lower	51
for entering Uppers	48
for entering Seniors	48

A student's required program includes nine trimester credits in English, nine in world languages, eight in mathematics, seven in history and social science, and six (two full-year courses) in laboratory science. Details about the manner in which these requirements are to be fulfilled can be found in the opening descriptions of the departments concerned.

In order to be eligible for a diploma, all students must satisfy the swimming requirement of the Department of Physical Education.

Certain diploma requirements vary with the class level at which the student enters Phillips Academy. Entering Juniors and Lower must pass *Physical Education 100* and a one-trimester course offered by the Department of Philosophy and Religious Studies, usually in the Lower year. Some modifications of the language requirement are made for entering Uppers and Seniors. Entering Seniors with no previous world language experience must pass a year in a world language.

Because of recent changes in the diploma requirements for art, music, and theatre and dance, students who matriculated in the fall of 2008 (or later) have a different set of requirements from those who matriculated prior to 2008. Students matriculating in the fall of 2008 or later are subject to the following diploma requirements in the visual and performing arts.

- Entering Juniors must earn no fewer than four credits in art, music, and theatre and dance, combined, with at least one credit each in art and music. Students should have completed one credit in art and one credit in music by the end of the Lower year.
- Entering Lower must earn no fewer than three credits in art, music, and theatre and dance, with at least one credit each in art and music.
- Entering Uppers need pass only one trimester of either art or music at the Academy.

Students who matriculated prior to 2008 are subject to the following diploma requirements in the visual and performing arts:

- Entering Juniors must earn two credits in art and two in music, and take one term of theatre and dance. Students may fulfill the theatre and dance requirement either by taking the half-course *Theatre-Dance 200 (Perception and Performance)* before spring term of the Senior year, or by completing any of the department's full course offerings, with the exception of *Theatre-Dance 380* and *Theatre-Dance 381*.
- Entering Lower must earn a total of three credits in art and music, with at least one in each area.
- Entering Uppers need pass only one trimester of either art or music at the Academy.

A Senior must earn a minimum of 12 graded trimester credits during the Senior year. Seniors must have passing trimester grades for all courses taken during their spring trimester. Independent Projects are counted as graded courses.

The Academy's diploma requirements provide a solid foundation for further study in a broad range of areas, while allowing students some latitude to pursue their own particular interests. However, students should be aware that most colleges require or expect course work beyond our diploma requirements. For example, most colleges expect students to take four full years of English, and at least three years of language, science, and history or social studies. Some majors, such as engineering, might expect four years of science, and math through calculus. We advise students to consider thoughtfully the "Program Recommendations" sheet from the College Counseling Office. In addition, students who are considering college athletics should be aware of the NCAA eligibility rules ([www.ncaa.org](http://www.ncaa.org)).

## DIPLOMA REQUIREMENTS AT A GLANCE FOR STUDENTS ENTERING IN 2008

	4-year student	3-year student	2-year student	1-year student
Trimester Credits (including transfer credits)	54	51	48	48
Art, Music, Theatre and Dance	1 art, 1 music, plus 2 more of art, music, and/or theatre and dance	1 art, 1 music, and 1 more art, music, and/or theatre and dance	1 art or music	None
English	<i>English 100, 200, 300, and 310</i>	<i>English 200, 300, and 310</i>	<i>English 300, 310, and 3 terms at 500- level</i>	3 terms
World Languages	1 year of 300-level or 1 term of 400-level, or 2 years of one language + 1 year of another with at least one of these being a less commonly taught language	1 year of 300-level or 1 term of 400-level, or 2 years of one language + 1 year of another with at least one of these being a less commonly taught language	1 year of 300-level or 1 term of 400-level or completion of 2 years of a new world language (following successful student petition)	If student does not have three years of language previously, 1 year
History and Social Science	<i>History 100</i> in 9th grade, <i>History 200</i> or <i>340</i> in 10th grade, and <i>History 300</i> and <i>310</i>	<i>History 200</i> or <i>340</i> in 10th grade and <i>History 300</i> and <i>310</i>	<i>History 300</i> and <i>History 310</i>	If not entering credit for U.S. history, then either <i>History 300</i> or <i>320</i> , followed by <i>History 310</i>
Lab Science	2 yearlong lab sciences	2 yearlong lab sciences	2 yearlong lab sciences	2 yearlong lab sciences
Math	Completion of <i>Math 310</i> or <i>340</i>	Completion of <i>Math 310</i> or <i>340</i>	Completion of <i>Math 310</i> or <i>340</i>	Completion of 500-level or higher course, <i>Math 400</i> , or <i>Math 390</i>
Philosophy and Religious Studies	1 term (10th grade unless granted an exception)	1 term (10th grade unless granted an exception)	None	None
Physical Education	1 term (9th or 10th grade)	1 term (10th grade)	Pass swim test	Pass swim test
Personal and Community Education	Assigned (10th grade)	Assigned (10th grade)	None	None



**DIPLOMA REQUIREMENTS AT A GLANCE FOR STUDENTS ENTERING BEFORE 2008  
(THE CLASSES OF '09, '10, AND '11)**

	4-year student	3-year student	2-year student
Trimester Credits (including transfer credits)	54	51	48
Art and Music (Placements and specific requirements in Music determined by testing.)	1 year of either art or music in 9th grade, followed by two additional courses in in the other discipline	Either 2 courses in art and 1 in music or 2 courses in music and 1 in art	1 course in either art or music
English	English 100, 200, 300, and 310	English 200, 300, and 310	English 300, 310, and 3 terms at 500-level
World Languages	Through 1 year of 300- level or 1 term of 400-level, or 2 years of one language + 1 year of another with at least one of these being a less commonly taught language	Through 1 year of 300- level or 1 term of 400-level, or 2 years of one language + 1 year of another with at least one of these being a less commonly taught language	Completion of 1 year of 300-level or one term of 400-level or completion of 2 years of a new world language (following successful student petition)
History and Social Science	History 100 in 9th grade, History 200 or 340 in 10th grade, and History 300 and 310	History 200 or 340 in 10th grade and History 300 and 310	History 300 and History 310
Lab Science	2 yearlong lab sciences	2 yearlong lab sciences	2 yearlong lab sciences
Math	Completion of Math 310 or 340	Completion of Math 310 or 340	Completion of Math 310 or 340
Philosophy and Religious Studies	1 term (10th grade unless granted an exception)	1 term (10th grade unless granted an exception)	None
Physical Education	1 term (usually in 10th grade)	1 term (10th grade)	Pass swim test
Personal and Community Education	Assigned (10th grade)	Assigned (10th grade)	None
Theatre	Theatre 200 or any full course except 390 and 381	None	None

### Accelerated Sequences

The Andover curriculum offers accelerated sequences in most academic departments. It provides special programs in the modern world languages, designed to cover four years' work in three, or five years' work in four. The programs are open, on invitation of the departments, to especially able and ambitious students.

### Advanced Placement Courses

A large number of Phillips Academy students take College Board Advanced Placement Tests in May to establish advanced placement in college courses or credit toward the college degree. Advanced Placement examinations are offered in American History, Art History, Art Studio (2), Biology, Chemistry, Computer Science (A and AB), Economics (2), English Language and Literature, Environmental Science, European History, French Language and Literature, German, Government and Politics (2), Latin Vergil and Literature, Mathematics (AB and BC), Music Theory, Physics (C), Psychology, Spanish Language and Literature, Statistics, World History, Chinese, and Japanese.

### Six-Course Load Policy

Because of both the rigor of individual courses and the Academy's commitment to limiting class size, taking a sixth course after junior year, whether for credit or as an audit, is considered a privilege and not a right. If a student can be scheduled for six courses, approval of that program is automatic only if (a) the sixth course is *Music 150-190* or *Physical Education 100*, or (b) the student has earned an honors average in the previous term.

In all other instances, the Advising Council will meet during the second week of classes to determine which students will be allowed to continue with six courses. Only in rare circumstances will a student with a grade of "3" or lower in a discipline in which s/he is continuing be allowed to take a sixth course other than *Music 150-190* or *Physical Education 100*. No student with a grade of "3" or lower in any course the previous term will be allowed to take *Theatre 520* as a sixth course.

Approval of a six-course load, whether granted automatically or by the Advising Council, is conditional upon a satisfactory record at the midterm. Any student with a single "D" or lower at the midterm or a nonmedical incomplete will be required to drop a course, returning to a standard five-course load. Students with one or more medical incompletes or a low "3" at the midterm will be allowed to continue with six courses only with the approval of the Advising Council. Thus, all students taking six courses must understand they may be asked to drop a course after midterm despite having done the work in that course for half of a term.

### Four-Course Load Policy

All students, including seniors, normally carry five courses each term. Four-course loads are granted only with permission of the Advising Council, which will consider the overall rigor of the proposed program and the student's individual situation. At least three of the four courses must be designated *advanced* or *honors* courses (see below) for a four-course load to be approved, unless the student requesting a four-course program needs to attend to a significant academic or personal concern. Except in the spring term of senior year, a four-course load may not include two courses in the same department.

### Courses Designated as Advanced

The following have been designated advanced courses (see guidelines): Art: 400 level and above; English: 400 level and above; World Language: 400 level and above, and 150, 195/0, and 250 courses taken after the diploma requirement has been fulfilled; History: 400 level and above; Mathematics: 510 and above; Music: 400 level and above; RelPhil: 400 level and above; Sciences: 500 level and above; Theatre: 510 and 520.

### Independent Projects:

#### The Abbot Independent Scholars Program (AISP)

The AISP provides selected Seniors (and the occasional younger student) who have exhausted the course offerings in their desired area(s) of study an opportunity to work independently with a faculty mentor for course credit. The number of credits assigned to a student's independent project depends on the nature and scope of the planned work. Each project is graded on the standard 0-6 scale by the supervising faculty mentor.

Seniors who have completed a term of independent work successfully may apply to be Abbot Scholars in the spring term. As an Abbot Scholar, the student will pursue an independent project (typically a continuation or expansion of work done previously), prepare some form of public exhibition based on his or her work, and, together with his or her mentor, participate in a colloquium involving all Abbot Scholars and their mentors.

Additional information on the AISP and its application process is available on PAnet under Academic Resources, Student Information.

### Special Courses in World Languages

Special courses covering the work of two years in one are open to qualified Seniors in German, Greek, Latin, and Russian. These 100/150 or 195/0 courses are designed primarily for students of proven linguistic ability wishing to begin a second or third language in their Senior year. Entering Uppers or Seniors who do not place out of the language requirement must study a world language until they either fulfill the three-year requirement or graduate.



### Course Enrollments and Cancellations

The school reserves the right to change advertised courses, to alter the dates on which they are offered, and to cancel, at any time up to the third day of classes, any advertised course in which enrollment is judged to be unacceptably small. Likewise, the school has the right to restrict enrollment in any course when sign-ups exceed the departmentally determined course capacity. Students who are enrolled in the first term of a continuing (1, 2, 3) course may have priority in subsequent terms.

### Transferring and Dropping Courses

To transfer or drop a course, a student must first obtain a signed Course Drop/Add Slip from his or her advisor, then take it to the scheduling officer in George Washington Hall to complete the process. Section changes (same course, different time or teacher) and level changes (e.g., *Chemistry 300* to *Chemistry 250*) must be approved by the department chair. No student may transfer into a class without an official transfer slip signed by the scheduling officer. Transfers into term-contained courses must take place during the first five calendar class days of the term. Advisors may approve the dropping of term-contained courses only during the first three weeks of class in a given term. Students wishing to drop a term-contained course after the end of the third week of class in a given term—or a yearlong or two-term (1/2) course after the first five calendar days of the course—must ask the associate dean of studies for permission to petition and obtain the approval of the student's counselor, the student's advisor, the instructor, the department chair, the college counselor, as appropriate, and the associate dean of studies. Requests to petition must be made before the end of the second week following midterm. No requests will be considered after this date. Credit for yearlong and T2 courses is granted, at the discretion of the department chair, only if the student is passing the course at the time it is dropped and only for that portion completed. Yearlong and 1/2 courses are considered to be long-term commitments. Seniors may not drop yearlong or T2 courses for the spring term. In those rare instances in which a student is in clear danger of failing in spring term, the teacher may initiate a drop of a yearlong or T2 course; the drop would then need to be approved by the department chair.

### Student Requests for a Change of Teacher

Recognizing that effective education requires productive relationships between teachers and students and that such relationships take time to develop, and recognizing also that open discussion between the parties involved in seemingly difficult relationships is itself an important part of education, the Academic Council has approved the following general procedure on student requests for a change of teacher:

1. Permission for a student to change teachers in a multisection course may be given by the department chair. The Academy does not accept requests for specific teachers in these multisection courses.
2. If there has been no previous relationship between the student and teacher, no request for change will be considered until an appropriate period of time has passed (at least one term). During this time both parties are expected to make good faith efforts to develop an effective relationship.
3. Requests for change informed by an appropriate period of experience will be considered only after a conversation about the request has occurred between the student and the teacher, in keeping with departmental policies. The department chair is available to facilitate these conversations, if either student or teacher so desires.
4. Students are advised that permission to transfer carries no guarantee that the student will be assigned to any particular section or teacher. Students are also informed that such transfers may require that other elements of their schedule be altered.

### Auditing Courses

In order to audit a course, a student must have the permission of both the teacher and the department chair. To switch to audit status in a course that a student originally had registered to take for credit, a student must follow the same steps required to drop a course except that the student must have the permission of both the teacher and the department chair, no matter when during the term the student is requesting the switch.

### Failing Trimester and Course Grades

Unless stated to the contrary in a department or course description, a student who receives a failing trimester grade has the option of making up the failure by passing an examination administered by the academic department involved.

The timing of any makeup examination is at the mutual convenience of the student and the department. However, any makeup for either of the first two trimesters of a yearlong course, or for the first trimester of a T2 course, or for the final trimester of a multiple-trimester (yearlong or T2) course for which the final course grade is passing, must be completed before the end of classes of the following trimester.

There is no time limit for the makeup of a failing course grade, either single-trimester or multiple-trimester, though a student may not be eligible to advance to the next course in a sequence until the failure is made up or the course is successfully repeated.

A Senior who has a failing spring trimester grade is not eligible for his or her diploma until the failure is made up, even if the course grade is passing. Such a makeup (whether by exam or other work) cannot be attempted until at least two weeks after graduation.

### College Entrance Examination Board (CEE) Test Dates

Tests will be held on campus in 2008–2009 as follows:

October 4	SAT and Subject Tests
November 1	SAT and Subject Tests
December 6	SAT and Subject Tests
January 24	SAT and Subject Tests
May 2	SAT and Subject Tests
May 4 to May 14	AP (Advanced Placement examinations)
June 6	SAT and Subject Tests

**Note:** Most students should plan to take the June 6 exams at test centers near their homes, not on campus.

### Computer Center

A computer center, located in the lower level of the Oliver Wendell Holmes Library, is available for student use. It houses three computer classrooms and a fourth lab filled with an array of Macintosh and Windows computers. A wide range of software is available, and instruction in computer usage is provided.

### Personal Computers

Though there is no expectation that they do so, students are encouraged to bring personal computers to the school. However, Phillips Academy can assume no responsibility for the care, security, or maintenance of these student-owned units. Further information concerning personal computers is available upon request from the director of technology.

### School Year Abroad

Students may elect to spend their Upper or Senior year studying in France, Spain, Italy, or China with School Year Abroad (SYA). A fall-term program in India is also available. Originated as an off-campus program by Andover, later joined as a sponsor by Phillips Exeter and St. Paul's School of Concord, N.H., SYA is now an independent program, both legally and financially. Students live with host families while pursuing a course of study under the supervision of teachers from SYA's associate schools in the United States. SYA provides students with courses that earn full academic credit at Andover and with the experience of immersion in a foreign culture. Students wishing to participate should consult their advisors or the associate dean of studies for guidance in the selection of courses for the years prior to and following the year abroad.

### Summer Session

The Phillips Academy Summer Session is a five-week-long enrichment program for boys and girls of high school age. While Summer Session courses may reinforce and enrich a student's education, they do not earn Phillips Academy credit, except in the case of geometry.



## PLANNING A PROGRAM OF STUDY AT ANDOVER

The following is designed to help Andover students and their parents understand the curriculum and to show the major decisions (and their consequences) that face students at each stage of the four-year academic program.

### The Main Choices at Each Stage of a Four-Year Program

While a student's program of studies is adapted each year to his or her changing situation, the future consequences of each course should be noted, for certain choices in one year open the way to later options and may close the door on others.

#### JUNIOR YEAR (FOR CLASS OF 2012 AND BEYOND)

Each trimester a Junior may take five or six courses. All will take *History 100* and *English 100*. In other subjects, students may have their placement adjusted as a result of the placement exams or questionnaires sent to them in the spring.

In selecting courses, students are reminded to check the diploma requirements. A Junior's program typically will resemble the following outline:

1. Mathematics	enter the sequence by placement of the department
2. World Language	enter the sequence by placement of the department, usually at the 100 level
3. English	<i>English 100</i>
4. History	<i>History 100</i>
5. Elective	usually a yearlong science, with most students taking <i>Biology 100</i> (students placing in <i>Math 310</i> or higher may wish to consider other sciences)
6. Elective	usually a term of art, music, theatre, or physical education

*(Occasionally, Juniors will be prepared to take SAT II Subject Tests at the end of the year.)*

#### LOWER MIDDLE YEAR

Each trimester a Lower must take five courses. New students may have their placement adjusted as a result of the placement exams or questionnaires sent to them in the spring. Lower students may take the Preliminary Scholastic Aptitude Tests (PSATs) in the fall, and some take the College Board SAT II Subject Tests during the Lower year.

A student wishing to participate in the School Year Abroad program during the Upper or Senior year should discuss these plans with the advisor and seek guidance for the selection of courses for the Lower year.

In selecting courses, students are reminded to check the diploma requirements. A Lower's program typically will resemble the following outline:

#### New Students

1. Mathematics	enter the sequence by placement of the department
2. World Language	enter the sequence by placement of the department
3. English	<i>English 200</i>
4. Science	usually a yearlong science
5. <i>History 200</i> , Physical Ed., Elective	art, classics, computer, music, philosophy and religious studies, or theatre

#### Returning Students

1. Mathematics	continue the sequence
2. World Language	continue the sequence
3. English	<i>English 200</i>
4. Science	usually a yearlong science
5. <i>History 200</i> , Phil/Rel Studies, and Physical Ed., if not yet completed	unless petition for an alternate program has been granted

## UPPER MIDDLE YEAR

During the Upper Middle and Senior years, a student must accumulate a minimum of 27 trimester units. A unit equals one course taken for one trimester. A pass/fail course may be elected as a fifth course only.

New students may have their placement adjusted as a result of the placement exam or questionnaire sent to them in the spring. Uppers should take the Preliminary Scholastic Aptitude Tests (PSATs) in the fall; all take the SAT I in January; and many take the College Board SAT II Subject Tests in June of their Upper Middle year. Some also take the College Board Advanced Placement Tests (APs) in May of their Upper Middle year. As a matter of general policy, advisors encourage depth in the selection of courses for the Upper Middle year. In selecting courses, students are reminded to check the diploma requirements. An Upper's program should resemble the following outline.

### New Students

1. Mathematics	enter the sequence by placement of the department
2. World Language	enter the sequence by placement of the department
3. English	begin the sequence ( <i>English 301, 310</i> )
4. History	usually <i>History 300 (T2), 310 (The United States)</i> (though this may be taken Senior year)
5. Elective	art, computer, history, another mathematics, another language, music, philosophy and religious studies, science, psychology, or theatre

### Returning Students

1. Mathematics	continue the sequence
2. World Language	continue the sequence
3. English	continue the sequence ( <i>English 300, 310</i> )
4. History	usually <i>History 300 (T2), 310 (The United States)</i>
5. Elective	art, computer, another English, history, another mathematics, another language, music, philosophy and religious studies, science, psychology, or theatre

## SENIOR YEAR

During the Upper Middle and Senior years, a student must accumulate a minimum of 27 trimester units. A unit equals one course taken for one trimester. A pass/fail course may be elected only as a fifth course; however, an Independent Project, though marked on a pass/fail basis, is counted as a graded course. A Senior must earn a minimum of 12 graded trimester credits during the Senior year. Seniors must have passing trimester grades for all courses taken during their spring trimester. Many Seniors retake the SAT I in November and the College Board SAT II Subject Tests in December, and take the College Board Advanced Placement Tests (APs) in May. In selecting courses, students are reminded to check the diploma requirements. One-year international students should pay particular attention to the introductory paragraphs for the English and History sections of the book. A Senior's program should resemble the following outline.

### New Students

1. Mathematics	enter the sequence by placement of the department; if the requirement is not yet satisfied, enter <i>Mathematics 390 or 400</i>
2. World Language	enter the sequence by placement of the department if the requirement is not satisfied
3. English	as placed by the department
4. Elective	art, computer, another English, history,
5. Elective	mathematics, a 195/0 language, music, philosophy and religious studies, science, psychology, or theatre

New students should review the information at the beginning of the History and Social Science section of this book.

### Returning Students

Usually most diploma requirements have been satisfied. Careful selection of electives for continued depth in the student's chosen areas is encouraged. Two-year students must take English electives at the 500 level each term.



## KEY TO COURSE DESIGNATIONS

A course number ending in 0 denotes a yearlong course (Example: *Mathematics 100/0*). A number ending in 1, 2, or 3 indicates that the course is term-contained, but sequential, and may be taken for one, two, or three terms (Example: *Art 260/1, 2/3*). A number with no term designation indicates a course that is term-contained but may be taken only once (Example: *Art 100*).

The designations F, W, and S indicate the trimester during which the course is offered: F = Fall; W = Winter; S = Spring. Some courses require a two-term commitment; they are indicated by a (F2) following the course name (Example: *Physics 580/4 Advanced Placement Physics (F2)*). Carefully check each course description for any other limitations: prerequisites, permission of instructor or department chair required, etc.

Final Digit:	Indicates:
/0	Yearlong course
/1	Course offered in fall trimester
/2	Course offered in winter trimester
/3	Course offered in spring trimester
/4	F2 course offered in fall and winter
/5	F2 course offered in winter and spring

## INTERDISCIPLINARY STUDIES

The following courses were created and are taught by teachers in two or more academic departments. For full descriptions, please refer to the pages and departments indicated under each title below.

### Brazilian Cultural Studies

(One credit assigned in either English or History)

*ENGL-582B* or *HIST-SS578*

(not offered in 2008–2009)

### Florence in the Renaissance

(Credits assigned in both English and Interdisciplinary Studies)

*ENGL-539D/2*, p. 22

### Out of Tune: Music and the State in the Twentieth Century

(One credit assigned in either History or Music)

*HIST-SS485*, p. 32, or *MUSC-485*, p. 47

### Disease and Medicine in the United States: Pox and Pestilence

(One credit assigned in either History or Science)

*HIST-SS480*, p. 32, or *SCIE-480*, p. 36

### The Brain and You: A User's Guide

(One credit assigned in either Science or Psychology)

*SCIE-490*, p. 36, or *PSYC-490*, p. 40

## ART

The visual arts program emphasizes artistic thinking and the development of creative ideas in relation to the techniques of a medium, history of visual ideas, and expressive potential of one's own experience and culture. Students have the opportunity to explore particular areas in depth on both the introductory and advanced levels.

Because of recent changes in the diploma requirements for art, music, and theatre and dance, students who matriculated in the fall of 2008 (or later) have a different set of requirements from those who matriculated prior to 2008. Please see pages 5–6 of this *Course of Study* for a more detailed explanation of these requirements.

Students who matriculated as Juniors and Lower must take a Visual Studies Studio (*Art 225/A, B, or C*), which qualifies them for any 300-level Introductory Concentration Course or a 400-level course with permission of the instructor or department chair. Students with a strong background in art may seek permission from the chair to enroll directly in a 300-level art course chosen in consultation with the chair of the art department. Exemptions will be granted on the basis of a student's previous course work and a portfolio of work.

Students who matriculated as Uppers in the fall of 2008 (or later) may fulfill their diploma requirement in the visual and performing arts with *Art 250*, or they may enroll in a 300-level or 400-level course upon permission of the instructor or department chair.

Entering Seniors have no diploma requirement in art. They may take any 300-level course, or a 400-level course with permission of the instructor or department chair.

Students also may satisfy a term of their combined requirement in art, music, and theatre & dance by taking *AP History of Art* (*Art 400/1, /2, or /3*) for ALL three consecutive terms in lieu of one 300-level elective.

With the exception of *Art 400*, no art course, if failed, can be made up by examination.

There will be a studio fee for each course, with the exception of *Art 300* and *Art 400*. Additionally, students should expect to help pay for some art materials.

## FOUNDATION COURSES

For Juniors and Lower. The *Art 225 Visual Studies Studios* focus on artistic thinking and visual vocabulary. Why does man create? And how? Students work in one of three areas (2-D, 3-D, or media) to explore the connection between making and thinking. Projects, discussions, and visits to the Addison Gallery and Peabody Museum focus students on their own creative work and what they perceive in the world around them.

### ART-225A/1

### ART-225A/2

### ART-225A/3 Visual Studies 2-D Studio

In this studio students use two-dimensional media (e.g., drawing, collage, painting, mixed media, artists' books) and photography to expand their perceptual, conceptual, and technical skills, and develop the visual language needed to communicate their experiences and ideas.

### ART-225B/1

### ART-225B/2

### ART-225B/3 Visual Studies 3-D Studio

In this studio students use three-dimensional media (e.g., wire, clay, wax, paper, plaster) and photography to expand their perceptual, conceptual, and technical skills. By expanding their visual literacy students are able to observe, critically and analytically, their surroundings and visual culture.

### ART-225C/1

### ART-225C/2

### ART-225C/3 Visual Studies Media Studio

In this studio students make photographs and short videos to focus on two central areas of media: photography and time-based images (film/video). Through projects, presentations, and discussions students explore how these media have changed the ways people perceive the world, and express their ideas and feelings.

### ART-250

### Visual Studies

(F-W-S)

For Uppers and Seniors. The *Art 250 Visual Studies* course explores ways in which visual experience of the world is translated into two-dimensional images and presentations. Students sharpen perceptual skills and learn the functions of line, shape, value, texture, color, and illusionistic space in communicating through drawing, collage, photography, and mixed media. Examples of print media, photography, advertising, and art provide a context for discussion and comparison of students' efforts.



## INTRODUCTORY CONCENTRATION COURSES

Students who matriculated as Uppers in the fall of 2008 (or later) may fulfill their diploma requirement in the visual and performing arts with *Art 250*, or they may enroll in a 300- or 400-level course upon permission of the instructor or department chair.

### ART-300 Visual Culture: Discovering the Addison Collection

A significant part of the course will be spent in the Addison Gallery working with the current exhibitions as they tie in to the history and context of American art. Students will discover the Addison collection both on the walls and in storage. Meeting with the gallery staff and visiting artists, students will experience firsthand what makes a museum function. Throughout the term students will look at selections from the collection and prepare to curate an exhibition as a culminating project for the term. Readings, writing assignments, and research projects will help students engage, confront, and discuss a wide range of art forms and will raise questions such as the following: Is it art? How and why do artists create? What do images and artifacts tell us about ourselves and our culture? Issues surrounding the making and viewing of art will be explored. (Ms. Crivelli)

### ART-301 Architecture I

This course will introduce the basic principles of architectural design through a sequence of related projects in mechanical drawing, site analysis, and research into precedent, culminating in the design of a space or structure. With hands-on sketches, drawings, and models, students will explore the issues of a well-thought-out structure and learn to see the environment in terms of human scale, materials, and the organization of space. Class time will include discussions and demonstrations, as well as studio time. There will be a required evening lab. (Ms. Boyajian)

### ART-302 Ceramics I

*Ceramics I* is designed for students with little or no prior experience with clay. Students will learn a wide variety of forming techniques that allow them to explore solutions to conceptual problems. The instructional emphasis will be on using ceramics as an expressive medium, with hand-building techniques predominating. Projects might include tile mosaics, clay masks and portraits, boxes, vessels, and teapots. Class time will include demonstrations, critiques, and slide and video discussions, as well as studio time. Students can expect to tackle projects that engage many of the key design concepts covered in the diploma

requirement courses in art. Assignments for this class will explore the historical and contemporary uses of ceramics as well as the fundamental aesthetics of three-dimensional form. Students will see their pieces through the entire ceramic process, from wet clay, to glaze, to fired finished work. This course has a required evening lab. (Mr. Zaeder)

### ART-303 Computer Media I

Computers have had an increasingly profound impact on the way in which images are constructed, represented, and disseminated. Through various methods of manipulation, digital artists have experimented with the fragmentation, integration, and layering of graphic, photographic, and video imagery. Initially, small projects will be assigned to encourage students to experiment with the expressive potential within the Adobe Photoshop program. Students will then be able to define and construct a self-assigned final project. Projects may be presented as a short, thematic portfolio of individual or sequential imagery, a visual book, CD-ROM, or DVD project. (Ms. Harrigan)

### ART-304 Drawing

This course will provide students with a sequential exploration of drawing methods and concepts. Students will learn skills and concepts relating to contour, gesture, and fully rendered drawings. They will work with an assortment of materials while understanding the depiction of three-dimensional objects on a two-dimensional plane, use of light and dark contrast, use of proportion, and perspective sighting. Assignments are designed to develop students' skills in direct observation and to encourage creative, expressive thinking. The creative process will be explored through hands-on studio projects, formal assignments, critiques, and discussions of historical, contemporary, and multicultural art. Trips to the Addison Gallery and other places of interest will complement the course. (Ms. Crivelli, Ms. Irespas)

### ART-305 Painting I

This class is designed to introduce students to the basic elements of painting with water-mixable oils or acrylic paints. Specific problems are assigned to facilitate the study of fundamental paint handling, color mixing, and blending. Issues of form and space relationships, composition, and development of ideas are addressed in balance with the student's need for self-expression. Class critiques, slide talks, and visits to the Addison Gallery complement the actual painting process. This class requires students to attend a two-hour biweekly evening lab. (Ms. Irespas)

**ART-306      Photography I**

(F-W-S)

This class will explore, through presentations, demonstrations, and group critique, basic black and white photographic image-making. Beginning with basic camera manipulations (a 35mm camera with manual capabilities is required) and film processing, students will be encouraged to explore the magic of light-sensitive materials. Instruction in printing black and white negatives with variable contrast filters will further direct each student in examining how a photographer carefully selects and represents his or her vision of the world. Meeting four hours a week, with five hours of preparation, the evening lab provides additional workshop time for toning prints, hand-coloring techniques, and opportunities for individual critiques with the instructor. A limited number of rental cameras are available through the school for students. (Mr. Wicks, Ms. Harrigan)

**ART-307      Mixed Media Printmaking**

(W)

Students develop personal imagery while learning several types of printmaking, including relief, drypoint, and collagraphy. Images are developed by drawing, painting, collaging, or scratching into Plexiglas, or by cutting into linoleum or wood. These surfaces are inked and transferred to paper by means of a printing press or by hand. Often several impressions will be "pulled" from one printing plate and combined with other images or printed layers. Emphasis is on gaining technical, conceptual, and formal skills while developing a student's ideas through various types of printing and their combinations. Critiques, slide talks, and visits to the Addison Gallery contribute to student understanding of the concepts and processes behind printmaking. (Ms. Trespas)

**ART-308      Sculpture I**

(F-W-S)

**Fall and Winter Terms—Sculpture I: Clay, Plaster, and Metal.** Sculpture has become an all-inclusive field, with contemporary sculptors working in a wide range of media. In this class we will work with a variety of materials, such as wood, clay, plaster, and metal. Students will have the opportunity to learn a basic set of technical and conceptual skills for working and thinking three-dimensionally. Projects will involve an investigation of the communicative potential of materials, structure, imagery, and context through a process of research, invention, discovery, and discussion. (Ms. Zemlin)

**Spring Term—3-D Structures and Hand Papermaking.** Paper generally functions as a two-dimensional matrix for book pages, text, and other printed matter, but it is also a versatile material for creating three-dimensional structures. This class will introduce students to paper casting, armature construction, and hand papermaking. Technical demonstrations, assignments, and exposure to a wide range of historical and contemporary artwork will help students develop imagery of their own design. For the casting project, students will create a clay relief, which will be used to generate a plaster mold, and ultimately a series of paper casts. In the armature project, students will work with wire, reed, and other materials to create a three-dimensional structure, which will then involve the application of a "skin" of handmade paper. Students will learn to make paper by hand, starting with *kozo*, the bark of the Japanese mulberry tree. (Ms. Zemlin)

**ART-309      Video I**

(F-W-S)

This course introduces principles and techniques of time-based media. Students learn to shoot and edit their own productions, and view and discuss both professional and student work. Examples are chosen to show how one conveys ideas by means of images and sound, including experimental work, as well as fiction and non-fiction film. For this course, students use mini-DV cameras and non-linear editors in the Polk-Lillard Electronic Imaging Center. (Ms. Veenema)

**ART-314      Woven Structures and Wearable Art**

(S)

The class will explore the technical and conceptual potential of fabrics and woven structures in terms of cultural significance, pattern and surface, clothing as metaphor, and the body as an armature for supporting a flexible structure. Students will learn basic fiber techniques, such as backstrap cardweaving, embroidery, coiled basket weaving, and tapestry, while developing ideas and imagery based on personal interests, contemporary fine art, crafts, and the textile collections at the Peabody Museum. There will be an opportunity toward the end of the term to produce wearable art or to further explore a material or technique learned during the term. (Ms. Zemlin)



## ADVANCED CONCENTRATION COURSES

ART-400/1

ART-400/2

ART-400/3 History of Art

Four class periods for Uppers and Seniors. Drawing from non Western cultures (African, Asian, Latin American, Islamic), as well as Western cultures, this course explores architecture, painting, sculpture, and photography as they reflect and perform important social and political work. Students use works of art as primary source documents in uncovering the values and concerns of diverse societies, in developing standards for evaluating and contrasting world cultures, and in promoting an understanding of artistic expression and visual communication. The Addison Gallery and other local collections and exhibitions will provide for the study of original works of art. Each term may be taken separately. The fall term will focus on material from pre-history through the 14th century, and the winter term and spring term will cover a variety of international artistic responses relevant to visual literacy, historical development, and contemporary context. This course will prepare students for the AP examination in history of art if taken all three terms. Completion of *Art 225* or *Art 250* is recommended but not required. (Ms. Quatilebaum)

ART-401/2

ART-401/3 Architecture II

*Architecture 401* is designed as a continuation of *Architecture 301* for students who wish to develop and expand their ideas further and pursue individualized projects. In consultation with the instructor, students will develop a term project that includes research and analysis, as well as a developed design. In this course there also will be the possibility to develop a multidisciplinary project in coordination with work in another class. A student wishing to take architecture for a full year should begin with *Art 301* in the fall and continue in *Art 401* for the winter and spring terms. (Ms. Boyajian)

ART-402/3 Ceramics II

This course is designed for students who have taken *Art 302* and wish to continue their study of ceramics. Since *Art 402* is an advanced course, students will be asked to expand on their existing knowledge of ceramics, to strengthen their technical skills, and to seek sophisticated conceptual and personal solutions to given assignments. Class projects will range in topic but will stress the concept of developing ideas in series: a series of bottle shapes, a series of vase shapes, etc. Students can expect to do some outside reading, to attend slide and video presentations, and to visit the Addison Gallery and Peabody Museum. Students also will participate in all aspects of the making and finishing of their work. This course has a required evening lab. (Mr. Zaeder)

*Prerequisite:* *Art 302, Ceramics I*

ART-403

Computer Media II: Animation

(not offered in 2008–2009)

This course is for the student with keen interest in the production of computer animations. Animation is a time intensive computer art technique. Students will create short 3-D animations and construct a stop-motion animation with high end digital still cameras. Traditional animation techniques such as roto-scoping and using a blue screen also will be demonstrated. Students will have the opportunity to choose a final independent project.

*Prerequisite:* *Art 303, Computer Media I.*

ART-405/3

Painting II

In advanced painting, students build on already-acquired technical experience from *Painting I* while developing their own image ideas. Through a variety of technical processes and conceptual approaches, students explore different ways of working with water-mixable oils or acrylics. Painting in series, mixing media, innovating paint application, and utilizing collage and assemblage further extend the possibilities for thinking about what a painting can be. Emphasis is placed on cultivating solid technical skills as well as inventive and challenging approaches to subjects that encourage individual artistic and personal growth. Critiques, Addison Gallery visits, and exploration of artists' work and art historical issues relevant to the student's paintings are important components of this course. *Painting II* has a required two-hour biweekly evening lab. (Ms. Trespas)

*Prerequisite:* *Art 305 or permission of the instructor*

ART-406/2

ART-406/3 Photography II

Winter Term—This course is designed for students who wish to continue to explore the medium of photography beyond the basic level. *Photography II* investigates more sophisticated photographic exposure options and laboratory techniques, including some work in digital photography, color theory, and management. Students will be encouraged to develop an expansive portfolio or photographic presentation in the style of documentary tradition and/or the personal narrative. Printed thematic portfolios in digital and/or film formats will be encouraged with regular in-process critiques and individual conferences with the instructor. Students may elect to construct a traditional handmade album-style book of sequential images as an option to a portfolio of images. Film cameras are available for rental in the art department. Students will need to have access to a digital camera. Class meets four hours per week with five hours of preparation. (Ms. Harrigan)

*Prerequisite:* *Art 306.*

**Spring Term**—What do you see? While this advanced photography course begins with a brief review of basic craft control and offers instruction in more sophisticated camera and darkroom techniques, the primary emphasis in this course is on the nature of photographic seeing and the creation of images from a personal point of view. Some assignments are given, but much of each student's portfolio will be based on self-motivated imagery. Students may choose to create an open portfolio that includes a wide variety of photographic styles, create a cohesive, thematic body of work, or develop a special project that may have as its final form a book or multimedia presentation. Slide presentations and discussions, photographic book reviews, and visits to the Addison Gallery are offered to explore more fully the scope and power of this vivid visual language. Group critiques are designed to enhance perceptual skills, and individual conferences with the teacher give feedback and direction on work in progress. Classes meet four periods a week, with five hours of preparation. Evening labs are offered for informal instruction. (Mr. Wicks)

*Prerequisite:* Art 306.

#### **ART-408/2**

#### **ART-408/3 Sculpture II**

This class is an opportunity for students who have taken Art 308 to continue their investigation of sculpture. Another set of technical skills will be taught, along with readings, slide talks, and visits to the Addison. In developing projects, students will be asked to focus on a particular concept, approach, or set of materials throughout the term. Students are expected to attend an informal, open lab one evening per week. (Ms. Zemlin)

*Prerequisite:* Art 308.

#### **ART-409/2**

#### **ART-409/3 Video II**

This course gives students with some background in video or computer media an opportunity to deepen their knowledge. Students will be asked to develop, shoot, and complete projects of their own choosing. Class times will include viewing and discussing the work of others to inform one's own work. Students who enroll in this course should have some previous camera and editing experience. (For this course students use the mini-DV cameras and non-linear editors of the Polk-Lillard Electronic Imaging Center.) The course will include "help sessions" for students who need review of the editing software. Advanced students who wish to continue may enroll in Art 409 for more than one term. (Ms. Veenema)

*Prerequisite:* Art 309 or permission of the instructor.

#### **ART-420**

(w)

#### **The Quest for Identity: Explorations in Film and Mixed Media**

As a culture we have always been fascinated by identity, by quests to forge one, or by the machinations to invent one. American artists Edward Hopper, Robert Frank, and Beverly Buchanan, for example, reflect observations of self or describe the identity of others relative to the world around them. For most of us, the search for identity is an unending process in a constantly changing, more global America. This search will be brought into focus through the viewing of films, discussions, and the creation of mixed-media projects based on students' personal ideas about identity. (Ms. Crivelli)

#### **ART-435**

(s)

#### **Introduction to Digital Photography**

This course is designed for students who have a basic knowledge of black and white photography and darkroom production. The course investigates the translation of traditional photographic practice as applied to new digital print technologies. Dodging and burning, sepia toning, hand-coloring black and white images, and retouching are but a few techniques underscored in the move from traditional methods of photography to digital photography. In addition, issues of file management and format, workflow, photo enhancement, alteration, compositing techniques, and color theory as applied to color management will be demonstrated. Examples of work by contemporary digital photographers will be presented for class discussion. This is a portfolio-based class. Students may elect to create a traditional print portfolio, album-style book, and/or digital portfolio on CD or DVD. Students are expected to have a good foundation in black and white photography and must bring their own digital SLR or digital point-and-shoot camera to class. (Ms. Harrigan)

*Prerequisite:* Art 306 or Art 406 or by permission of the instructor.

#### **ART-465**

(w)

#### **Art, Artifacts, and Culture**

This course involving the art department, the Addison Gallery, and the Peabody Museum will focus on the study of art and artifacts as they reflect diverse cultures, their similarities and differences, in the past and present. Using the collections and resources of the two museums, the class will examine questions such as the following: What do images and artifacts tell us about ourselves and our cultures? How do art forms define other cultures and differ from ours? What drives people to create? Where do our ideas of beauty come from? Who are we and what makes us unique? The class will include readings, discussion, research, and writing, and frequent visits to each museum. (Ms. Crivelli)



**ART-470 Extensions of Mankind**  
(not offered in 2008-2009)

When Marshall McLuhan stated "the medium is the message" in 1964, a new dialogue began about the nature of human communication. This survey/studio course will involve students in an investigation of the historical, social, economic, political, cultural, ethical, psychological, aesthetic, and philosophical aspects of mass communication and media. Special attention will be paid to developments and inventions that moved the exchange of human experience and ideas beyond cave drawings, storytelling, and tribal boundaries. The course will emphasize mass communication as it has developed during the 20th century—the Broadcast Century—and what role media have played in recording and shaping human history. Assuming students enter the course from a wide variety of message-making and interdisciplinary backgrounds, their projects will be created with previously developed skills and therefore may take on many possible forms, such as video, animation, performance piece, essay, photography, sculpture, installation, collage/assemblage, sound piece, cartoon, etc. (Mr. Wicks)

**ART-500/0 Advanced Studio Art**  
(a yearlong commitment)

*Art 500* provides Uppers and Seniors with the opportunity to broaden their art experience at an advanced level and also study in depth areas of their choosing. Students can use this course to develop and enhance their art portfolios, document work for college admission portfolios, or prepare Advanced Placement (AP) portfolios. In the fall term, students study broadly at an advanced level using a range of media and techniques. In the winter term students audit a 300/400-level course to focus on a specific medium, while also meeting weekly with the *Art 500* class for critiques, readings, discussions, and Addison events. In the spring term, students work on supervised independent projects that are either discipline-specific or cross-disciplinary in nature. As a culmination of the course students organize, curate, and install an exhibition of their work in the Gelb Gallery. Guest speakers, field trips, and visits to the Addison Gallery will augment the course. Attendance at a weekly evening lab is required. (Ms. Zemlin)

*Prerequisite:* Diploma requirement in art and at least one elective art course beyond, or permission of the instructor.

## CLASSICAL STUDIES

The following courses in classical studies are designed to provide students with a broad introduction to classical civilization through history, literature, mythology, and etymology. All courses are electives, open to the various classes as noted, and require no knowledge of Greek or Latin. Courses in those languages, offered by the Department of Classics, are described under World Languages.

**CLAS-310 Etymology**  
(F-W-S)

Four class periods. Open to all classes. English has an immense vocabulary, far larger than that of any other language, over half of which is based on Latin and Greek roots. The words of this Greco-Roman inheritance are best understood not simply as stones in the vast wall of English, but rather as living organisms with a head, body, and feet (prefix, main root, and suffix), creatures with grandparents, siblings, cousins, foreign relatives, life histories, and personalities of their own; some work for doctors and lawyers, others for columnists, crusaders, and captains of commerce. Systematic study of a few hundred roots opens the door to understanding the meanings and connotations of tens of thousands of words in English, the language now rapidly emerging as the most adaptable for international and intercultural communication.

**CLAS-320 Greek Literature**  
(F-W-S)

Four class periods. Open to all classes. A systematic study of the masterpieces of early European civilization as seen in their proper literary, intellectual, and historical contexts. In what is essentially a history of ideas, the major genres of epic, tragedy, comedy, satire, history, erotic poetry, and philosophy are stressed as aspects of the wider evolution of European thought. The major problems that still confront human life are explored through the writings of Homer, Aeschylus, Sophocles, Euripides, Herodotus, Thucydides, Aristophanes, Plato, and others.

**CLAS-330 Classical Mythology**  
(not offered in 2008-2009)

Four class periods. Open to all classes. The interest of the 20th century in classical mythology has stemmed from three main sources: the psychoanalytical use of myth, progress in the field of classical archaeology, and anthropological study of myth. Preliminary exploration of the works of Freud in psychology, Schliemann and Evans in archaeology, and Frazer, Graves, and Levi-Strauss in anthropology leads to the detailed study of the myths of Oedipus, Theseus, and Agamemnon, among others. The myths are considered living entities changing in the hands of each artist who deals with them, whether it be Homer or Joyce, Aeschylus or O'Neill, an anonymous Greek vase painter or Dali, Euripides, or Strauss. Works of literature, art, and music provide the core for the study of the use of myth in human life.

## ENGLISH

The diploma requirements in English are intended to establish competence in writing and reading. All Juniors take *English 100* and may not take *English 200*. For new Lowers, this requirement is fulfilled by successful completion of *English 200*, *English 300*, and *English 310*. New Uppers fulfill their requirement by successful completion of *English 301*, *English 310*, and three terms of English electives. Uppers who miss the spring term of *English 310* must take *English 570* or *English 588* during their Senior year. International students who are new Uppers usually begin the sequence with *English 301*. One-year American students and some one-year international students will begin with *English 520*, for one or two terms, followed by electives in the spring term; these international students must be placed by the chair of the department. The remainder of the one-year international students begin with *English 400/1, /2*, followed by a course designated by the department chair in consultation with the students' teachers. Any course so designated will fulfill diploma requirements. Seniors who are returning international students continue the sequence or select in accordance with placement by the department. Related courses, whose prerequisites vary, are listed elsewhere in this booklet.

Students in yearlong Senior electives may select the elective for the winter or spring term, as may any other Senior.

All English courses meet for four prepared classes a week unless the course description states otherwise. No failed course may be made up simply by passing a makeup examination.

### REQUIRED COURSES

#### **ENGL-100/0**    **An Introduction** (a yearlong commitment)

*English 100* provides an introduction to the study of language and literature at Andover. In this Junior course, which cultivates the same skills and effects pursued throughout the English curriculum, students begin to understand the rich relationships among reading, thinking, and writing.

*English 100* assents to Helen Vendler's notion that "every good writer was a good reader first." Accordingly, *English 100* students work to develop their ability to read closely, actively, and imaginatively. They study not only what a text means but also how it produces meaning. They seek to make connections as they read—perhaps at first only connections between themselves and the text, but eventually connections within the text and between texts as well. All the while, however, *English 100* students revel in the beauty, humor, and wisdom of the literature.

Over the three trimesters, *English 100* students read literature of various genres and periods. Every class reads Homer's *Odyssey* and at least one play by William Shakespeare. For the rest of the syllabus, teachers turn to a great many authors. Among those whose work is most regularly selected are Ernest Hemingway, Toni Morrison, J.D. Salinger, John Steinbeck, and August Wilson.

*English 100* students practice several types of writing, primarily in response to what they read. They write at times in narrative, expressive, and creative modes, but their efforts focus more and more on critical analysis. They learn to conceive of writing as a craft to be practiced and as a process to be followed. Through frequent assignments, both formal and informal, *English 100* students come to value writing as a means of making sense of what they read and think. Attending carefully to their writing at the levels of the sentence, paragraph, and full essay, they learn to appreciate the power of the written critical argument. Although their work is substantially assessed throughout the year, *English 100* students do not receive grades during the fall trimester. At the end of the term, their report cards will indicate "Pass" or "Failure."

Lively, purposeful class discussions reinforce the lessons of reading and writing and often leave students with especially fond memories of their *English 100* experience. The course prepares our youngest students well for the further challenges of their education at Andover.

#### **ENGL-200/0**    **Writing to Read, Reading to Write** (a yearlong commitment)

**Fall Term**—During the fall term of *English 200*, classes focus on the process of writing. Students write often, virtually every day. Students will be exposed to a variety of rhetorical modes, such as narration, description comparison/contrast, cause/effect, definition, example/analogy, classification, and argument. By the end of the term, students should be able to organize, develop, and write cogent essays in four or five of these modes. Extensive revision will be encouraged, typically with peer reading. Teachers may use poems and stories from R.S. Gwynn's *Literature: A Pocket Anthology* not as critical texts but as "inspirational" ones that will serve to generate a writing exercise. They also may choose to use a collection of essays by a particular writer and/or the online "Andover Reader."

Additionally, the fall term works consciously on vocabulary development, usually drawing material from the essays, and grammar, using a text such as *The Everyday Writer*, *The English Competence Handbook*, or *The Grammar of Alistair Barnstable*. Grammar and sentence structure study will deal with the usage problems observable in the class, especially addressing such topics as run-ons and fragments, agreement of subject-verb and pronoun-antecedent, accurate modification, correct pronoun case, and punctuation.

**Winter Term**—In the winter term, students continue to work on the sentence and the paragraph, but the texts are anthologies of poetry and short fiction, and the subject matter is literature. While the course introduces literary terms and strategies for understanding poetry and fiction,



the literature serves mainly as an opportunity to work on writing skills, reinforcing the lessons of the fall term and introducing argument and persuasion as patterns of thought that can guide the writer logically through a discussion about a poem or short story.

**Spring Term**—In the spring, each teacher chooses one or two works, including a novel, with which the class will spend the term working. Students continue to write in the modes introduced in the fall term and focus on organizing the essay and on incorporating research into it. Attention is given to anti-plagiarism training in which the responsible use of sources, particularly the Internet, is addressed.

### ENGLISH 300 AND 400

*English 300* and *400* emphasize writing about literature as a way to discover meaning, both encourage open discussion. Gradually, these courses stress longer and more sophisticated literary analyses. While emphasizing the analytical—both the close reading of texts and the focused writing that asserts a thesis and supports its points with extensive textual evidence—these courses also encourage other forms of expression, such as journals, narratives, role-plays, and parodies.

#### ENGL-300/4 The Story of Literature (T2)

(a two-term commitment)

All literature tells one story, the story of people's experiences—their dreams, their desires, their acts, their mistakes. *English 300* focuses on different genres of literature: tragedy and romance in the fall term and comedy and satire in the winter term. Inspired artists around the world and throughout time have created tragedies, comedies, satire, and romances, and in *English 300* students will explore these genres by reading short stories, poems, novels, and plays representing diverse historical periods, locations, and identities. In their writing, students will practice formal literary analysis in order to gain a greater appreciation for the artistic construction of a text and its cultural resonance.

#### ENGL-301/4 The Seasons of Literature for New Uppers (T2)

(a two-term commitment)

For new Uppers, *English 301* conforms in spirit and evenness to *English 300* but with more intensive attention to expository writing.

#### ENGL-310 Shakespeare

No writer has influenced the literature of the English-speaking world so much as William Shakespeare. He was both of his age and for all time. *English 310* employs the perceptual and writing skills learned in the prior two terms and presents new, more complex problems and perspectives. Films and student performances of Shakespeare's plays complement the study of the plays as literary texts. A common text shared among all sections is *Hamlet, Prince of Denmark*.

#### ENGL-400/1 American Studies for ENGL-400/2 International Students

Primarily for, but not limited to, one-year students from abroad who are not yet ready for *English 520*, this course provides intensive training in reading, literary fundamentals, and expository writing. The focus of this course is on American culture, values, and traditions as reflected in literature and other media. One or two terms of this course will provide students with the reading and writing skills required for success in other Senior electives. (Dr. Vidal)

### SPECIALIZED COURSES

Specialized Courses, with the exception of *English 520*, are open to students who have successfully completed *English 200* and *300* or *400*. (A very few Uppers each year will be allowed to take a Senior elective in addition to the winter term of *English 300* and/or *English 310*. Permission for this special privilege must be granted by the English chair.) Courses at the 500-level may require more than the standard four to five hours per week of homework. Each course has four class periods a week, unless specifically stated otherwise. While none of the department's electives requires yearlong participation, students may choose to remain in a yearlong elective. The courses below are offered in the academic year 2008–2009, unless otherwise indicated.

#### ENGL-520/1

#### ENGL-520/2 Strangers in a Strange Land

This course for one-year students explores how strangers adapt to new places and new modes of being. Does one reinvent oneself, conquer the new, or seamlessly assimilate? Works to be considered might include Mary Shelley's *Frankenstein*, Shakespeare's *The Tempest*, Graham Greene's *Our Man in Havana*, and poetry by Yusef Komunyakaa, Elizabeth Bishop, and Carolyn Forché. In both terms, the emphasis will be on close reading and textual analysis. (Ms. Curci)

### **ENGL-534/1 Gothic Literature: Living in The Tomb**

The course traces trends in Gothic forms, from its origins of the damp and dark castles of Europe to the aridity of the contemporary American landscape. Students will identify gothic conventions and themes such as the haunted house, family dynamics, apparitions, entrapment, secrecy, and the sublime. Students will read novels, short stories, and poetry spanning roughly 200 years in order to explore questions about the supernatural, the psychology of horror and terror, the significance of fantasy and fear, the desire for moral closure, and the roles of gender, race, class, and sexuality. Probable selections include *The Castle of Otranto*, by Horace Walpole; *Faustus*, by Christopher Marlowe; *Rebecca*, by Daphne du Maurier; *Dracula*, by Bram Stoker; *The Turn of the Screw*, by Henry James; stories by Poe, Faulkner, Gaskell, Irving, Hawthorne, Gilman, Jackson, Cheever, DeLillo, Carver, and Oates; and poetry of Christina Rossetti, Thomas Gray, William Cowper, Louise Gluck, and Sylvia Plath. Possible films include *Affliction*, *The Royal Tenenbaums*, *A Simple Plan*, *Psycho*, and *The Cabinet of Dr. Caligari*. (Mr. Tortorella)

### **ENGL-535/2 Politics, Subversion, and the Heroic Tradition in Children's Literature**

This course considers the role of the imagination in communicating and effecting cultural change. Students will be asked to apply a variety of critical theory for interpretation and discussion of the literature. Themes this course will explore include alternative realities, the nature of dreams, the function of the subconscious, and the use of allegory. Probable selections include *The Adventures of Alice in Wonderland* and *Through the Looking Glass*, by Lewis Carroll; *Haroun and the Sea of Stories*, by Salman Rushdie; *The Wind in the Willows*, by Kenneth Grahame; *The Jungle Book*, by Rudyard Kipling; *The Wizard of Oz*, by L. Frank Baum; *The Pied Piper of Hamelin*, by Robert Browning; *The Secret Garden*, by Frances Hodgson Burnett; *A Child's Garden of Verses*, by Robert Louis Stevenson; *The Lion, the Witch and the Wardrobe* and *The Last Battle*, by C.S. Lewis; and *Grimm's Fairy Tales*, *Mother Goose*, writings of Carlos Castaneda, and essays by Bettelheim and Zipes. Possible films include *The Red Balloon* and *The Point*. (Mr. Tortorella)

### **ENGL-536/1 Children in Literature: Growing Up in a Changing World**

What does it mean to be a child? What defines a "good" or "bad" kid? Is there a certain age or type of behavior that separates children from adults? When and how do we "grow up"? Are our expectations for boys and girls different? Should they be? This course will explore how our conceptualization of childhood has changed over time by looking at a variety of sources: philosophical and psychological texts about children and representations of children in literature and film for adults, as well as some works aimed at young readers.

We will focus on the emergence of self within contexts of family and community, exploring the processes of identity formation in both Western and non-Western narratives. We will pay particular attention to an analysis of gender roles and of education within these stories, pondering the ways in which different societies and their values become perpetuated through their fictional children.

Readings include Alcott, *Little Women*; Twain, *The Adventures of Tom Sawyer*; Barrie, *Peter Pan*; Yezierska, *Bread Givers*; Golding, *Lord of the Flies*; Amado, *Captains of the Sands*; and poetry by Blake, Wordsworth, and Dr. Seuss. Excerpted material includes Locke, *Some Thoughts Concerning Education*; Bunyan, *Pilgrim's Progress*; Rousseau, *Emile*; and a variety of fairy tales. Theory by Freud, Bettelheim, and Ariès is featured, as are films *Central Station*, *Black Shack Alley*, and *Finding Nemo*. (Dr. Vidal)

### **ENGL-537/2 Gender Roles in Contemporary World Fiction**

Love, family, and passion have always been popular literary themes in a variety of cultures. However, there are different ways in which each culture approaches these subjects, especially as they relate to gender roles and the relationships between men and women (as well as men and men and women and women).

In this course, we will go on a "trip around the world," examining gender in a variety of contemporary cultural settings and comparing the fictional works that we will study to what we experience on a daily basis in American society. From traditional romantic obsession and rigid sex roles to challenges of these traditional roles and expectations, our texts will provide a variety of issues and perspectives to frame our discussions.

Readings include Machado de Assis, *Dom Casmurro* (Brazil); Rifaat, *A Distant View of a Minaret* (Egypt); Puig, *Kiss of the Spider Woman* (Argentina); Dangarembga, *Nervous Conditions* (Zimbabwe); Ensler, *Necessary Targets* (Bosnia). Films include *The Crying Game*, *Thelma & Louise*, *The Adventures of Priscilla: Queen of the Desert*, *Strangers in Good Company*, *Angels in America*, and excerpts from episodes of *Sex and the City*. (Dr. Vidal)

### **ENGL-538A/1 Atomic America: American ENGL-538A/2 Literature 1945-Present**

*Atomic America* is a three-term elective, though students may opt to take any one term. (Winter and spring terms, however, will not be offered in 2008-2009.) Dealing mainly with literature, but also drawing on film and music, the class covers the period from 1945 to present in the United States with each term focused on particular decades.

The fall term looks at the 1950s and 1960s, particularly the Cold War, civil rights, and "the sixties" by reading literature and other texts in the context of history. For instance, students read short fiction and listen to the shifts in jazz in order to illuminate the changing political rhythms that produced civil rights in the 1950s. Students finish the fall term by tackling "the sixties," the turbulence



on campuses, and the radical shifts in the anti-war and civil rights movements.

The winter term asks what happened to that political activism in the '70s and '80s, as it is reflected mainly in the literature from the period. This term begins to sketch out the shifts from the social and political explosions of one atomic America into what has become an atomized America characterized by a tendency toward separation, specialization, and privatization. (Dr. Kane)

### **ENGL-538B/3 Atomic America: Service Learning**

*Atomic America* in the spring term is a service-learning course. The first half of the term looks at an atomized America since the 1980s: niche marketing, gated communities, personal technologies, etc. During the latter half of the term, the class will confront this social atomization directly by engaging in service-learning opportunities. In small groups, participants will read about and work with populations that reflect an atomized America—recently these groups have worked with people with AIDS, the elderly, immigrants, and prisoners. Students then write a final paper that reflects on the literature and their experiences serving and being served by these people. (Dr. Kane)

### **ENGL-539A/1 Being, Thinking, Doing**

Through reading and discussing the expression of human values in selected works, students in this philosophy and literature course explore two broad questions: "How do people live their lives?" and "How should people live their lives?" Within this framework, students think reflectively about the beliefs they and their society have developed, and they look at the emergence of different epistemological, ethical, and political ideals and responses to life.

Readings may include *The Autobiography of Malcolm X*, Ellison's *Invisible Man*, Percy's *The Moviegoer*, Shakespeare's *King Lear*, Turgenev's *Fathers and Sons*, Vonnegut's *Slaughterhouse-Five*; excerpts from Agee and Evans' *Let Us Now Praise Famous Men*, Arendt's *Eichmann in Jerusalem*, Bonhoeffer's *Letters and Papers from Prison*, and brief selections from Aristotle, Descartes, Epictetus, Kant, Kierkegaard, Nietzsche, Plato, Schopenhauer, and Spinoza. (Mr. Fox)

### **ENGL-539B/3 Cinema Symbiosis**

As the historian Daniel J. Boorstin points out, with the addition of sound in the late 1920s, film became what the composer Richard Wagner had sought: the *Gesamtkunstwerk*, the total work of art. Utilizing aspects of architecture, literature, music, painting, photography, and theater, film became the most popular form of art in the world and the dominant form of the 20th century.

This intensive course introduces students to the study of film, helps them develop the skills necessary to read and analyze film, and provides them with a survey of some of the major movements and genres in film history. Students screen films by Charles Chaplin, Carl Dreyer, Sergei Eisenstein, John Ford, Jean-Luc Godard, Fritz Lang, Jean

Renoir, Roberto Rossellini, and Martin Scorsese, among others. In addition, students read critical essays on each film and study several literary works—perhaps ones by Ryunosuke Akutagawa, Bibhutibhusan, Bandopadhyay, Russell Banks, Anthony Burgess, Arthur C. Clarke, Dashiell Hammett, James Joyce, Vladimir Nabokov, or Flannery O'Connor—that have been adapted to the screen.

Students must be able to screen films two evenings each week and should expect to devote approximately 12 hours each week to the course, including class time. (Mr. Fox)

### **ENGL-539C When I Paint My Masterpiece: Milton and Michelangelo** (not offered in 2008-2009)

Within the European tradition, both the Italian artist, Michaelangelo Buonarroti, and the English poet, John Milton, responded to all that preceded them and influenced all that followed them. By comparing the lives and works of these men, students in this art and literature course explore various questions of theology and aesthetics, such as the following: Can humans understand the ways of God? How can God know Adam and Eve will fall while at the same time give them the freedom to do so? How is Christ both divine and human? What are the limitations and benefits of expression through poetry versus painting? In interpreting a work of art, to what extent is the creator's intention or biography relevant? What is the role of influence in artistic creation? Is originality possible? Why are these artists "canonical," and what are the consequences of deeming them so?

Students study Milton's *Paradise Lost* and Michelangelo's complete works. Supplemental readings may include selections from Achebe's *Hopes and Impediments*, Augustine's *The City of God*, Bloom's *The Anxiety of Influence*, Steinberg's *The Sexuality of Christ in Renaissance Art and Modern Oblivion*, and Walker's *Medusa's Mirrors*; Spenser, Shakespeare, Milton and the *Metamorphosis of the Female Self*, among others. No previous study of art history presumed. (Mr. Fox)

### **ENGL-539D/2 Florence in the Renaissance**

The Renaissance marked both the rebirth of antiquity and the birth of Modernity. Focusing on Florence, the center of the Renaissance, students in this interdisciplinary course explore the intersections of the humanities, mathematics, and science.

By reading selections from Dante, Petrarch, Boccaccio, and Machiavelli, students consider the history of Florence, medieval theology, the origins of Humanism, and the development of political philosophy. By examining the Medici and their bank, students scrutinize the economic structure of the period, the connection between the bank and the church, and the role of patronage in the arts. By studying architecture, painting, and sculpture, students explore design, engineering, and acoustics, as well as the application of anatomy, geometry, and iconography.

Students who complete this course earn both an English and an Interdisciplinary credit. As a double course, it requires students to meet during a single five-hour course block, attend a two-hour evening seminar, and complete approximately 10 hours of homework each week. Open to seniors who have completed *Math 360*; no previous study of art history presumed. (Mr. Fox and Mr. Alonso)

#### ENGL-540A/2

#### ENGL-540A/3 Nonfiction Writing

Contemporary nonfiction author Terry Tempest Williams once said, "I write to discover. I write to uncover." In this course, we will consider the ways that creative nonfiction bridges the gaps between discovering and uncovering, between looking forward and looking back, between imagination and fact, and between invention and memory.

**Winter Term**—Students will develop their talents in the art of essay writing by working in a number of rhetorical modes, including the personal essay, the analytical essay, the lyric essay, and the profile. Readings will include selected models from an anthology of contemporary works, such as *The Eloquent Essay* or *Contemporary Creative Nonfiction: I & Eye*.

**Spring Term**—In the spring term our focus will shift to the art of memoir writing. Students will read several memoirs and write short autobiographical exercises in preparation for developing an extended piece about their own experience. Spring texts may include Eggers, *A Heartbreaking Work of Staggering Genius*; Karr, *The Liars' Club*; Nguyen, *Stealing Buddha's Dinner*; or Wolff, *This Boy's Life*.

This workshop-centered course is open to all writers seeking to improve their craft and interested in the boundaries and possibilities that creative nonfiction, as a quickly growing genre, continues to explore. (Ms. McQuade)

#### ENGL-541A/1

#### ENGL-541A/2 Writing Through the

#### ENGL-541A/3 Universe of Discourse

This is a course for students interested in experimenting with many different genres of writing. Throughout the term, students create a portfolio of writing that includes essays, poetry, short fiction, literary criticism, autobiography, and letters. The course is designed to serve all kinds of students, but particularly those who would like to gain confidence in their writing skills. Once a week, students are invited (not required) to join a Community Service writing workshop with Lawrence elementary school students.

Readings include texts from a variety of cultures. Authors include Malcolm X, Martin Espada, Julia Alvarez, William Shakespeare, Sylvia Plath, Emily Dickinson, Piri Thomas, Raymond Carver, Franz Kafka, Leo Tolstoy, Stephen Biko, Louise Erdrich, Nikki Giovanni, Sandra Cisneros, Don DeLillo, William Blake, Amy Tan, Sherman Alexie, Rita Dove, James Baldwin, Maxine Hong

Kingston, Jimmy Santiago Baca, Gabriel García Márquez, Anthony Morales, Bruce Smith, and Maya Angelou. (Mr. Bernieri)

#### ENGL-541B/3 Media Studies: A Journey Through the Looking Glass

What does it mean to be fully literate in the information age? How do images and language collaborate to affect our perceptions of self and of the world that beckons us beyond the threshold of graduation? This course will engage students' abilities to critically read and meaningfully produce a variety of messages in a fast-moving world of information management. Working from the premise that all messages are constructed, and the corollary that those constructions are driven by explicit and hidden agendas, we will examine the intersection of truth and truthiness with desire and commodification in the multimedia messages that we produce and consume every day. Students will approach the idea of reading from an interdisciplinary perspective, and projects will include creative expression and analytical writing. Our texts: news, advertising, reality television, pop music, blogs, and social networking sites like Facebook and YouTube. Our quest: Who are we? Who do we wish to be? What's cool? Where is the truth? (Ms. Tousignant)

#### ENGL-543/2

#### ENGL-543/3 James Joyce

Five class periods. The first term is devoted to *Dubliners* and *A Portrait of the Artist*; the second term to *Ulysses*. The purposes of the course are to develop the skill to read important and difficult works without the aid of study guides or other secondary material, and to follow the development of Joyce as an artist. Although the course may be taken in either term, the student gains a better sense of Joyce's genius by enrolling for two terms. (Mr. O'Connor)

#### ENGL-550A/1

#### ENGL-550A/2 Great Traditions in Literature:

#### ENGL-550A/3 The Epic Poem

This course studies the development of the epic poem through Classical, Medieval, and Early Modern contexts. Texts include *The Iliad*, *The Odyssey*, *The Aeneid*, *Metamorphoses*, and *Moby Dick* (even years); *Paradise Lost* and *The Inferno* (odd years). (Mr. McGraw)

#### ENGL-550D/1 Yeats and the Irish Tradition

Since the establishment of Ireland's independence in 1921, the unique contribution of this nation's literature and culture has gained increasing international recognition. W.B. Yeats, the first of four Irish Nobel laureates and one of the dominant poets of the 20th century, played a key role in the revival of Irish culture. The course will focus not only on Yeats' poetry and drama, but on the great artists who preceded and followed him. Poetry, fiction, and drama, as well as art, music, and film, will be



considered as part of this course, including some of the following: Poetry: *Selected Poems*, W.B. Yeats; *Opened Ground*, Seamus Heaney; *The Water Horse*, Nuala Ni Dhomhnaill; Fiction: *The Year of the French*, Thomas Hanagan; *Reading in the Dark*, Seamus Deane; *Castle Rackrent*, Maria Edgeworth; Drama: *Selected Plays*, W.B. Yeats; *The Playboy of the Western World* and *Riders to the Sea*, J.M. Synge; *Waiting for Godot*, Samuel Beckett; *Translations*, Brian Friel; Film: *Michael Collins* (director, Neil Jordan), *The Field* (director, Jim Sheridan), *Cal* (director, Pat O'Connor) (Mr. O'Connor)

#### ENGL-560A/1

#### ENGL-560A/2 Great Themes from America:

#### ENGL-560A/3 Land, Conflict and War, Family

This course is a study of fiction, poetry, and nonfiction in which men and women struggle for identity and self-realization in a world of change and cultural upheaval. The readings for each term, drawn from a variety of cultures, will be organized on central motifs (fall: The Land; winter: Conflict and War; spring: Family) and students will trace connections between the nature of ideas and the forms of expression. Texts may include Thoreau, *Walden*; Faulkner, *The Bear*; Cather, *O Pioneers!*; MacLeod, *Island*; Hemingway, *A Farewell to Arms*; O'Brien, *Going After Cacciato*; McCarthy, *Blood Meridian*; Faulkner, *The Unvanquished*; Kennedy, *Very Old Bones*; Faulkner, *Light in August*, and Morrison, *Jazz*. (Mr. Stableford)

#### ENGL-560D/2 Modern American Literature— Rosebud: The Restless Search for an American Identity

Many of our enduring American works of literature and film, such as *The Great Gatsby*, *The Catcher in the Rye*, and *Citizen Kane*, center on the search for self. Through discussions on class, race, and gender, this course will present a series of American portraits while examining our changing society. Students will write personal narratives, as well as critical essays. Possible texts: *Continental Drift*, Banks; *The Awakening*, Chopin; *Fences*, Wilson; *Six Degrees of Separation*, Guare. Possible films: *Citizen Kane*, *Far From Heaven*, *Tully*, *Transamerica*, *Hustle & Flow* (Mr. Bardo)

#### ENGL-560F/1

#### ENGL-560F/2 An Introductory Survey of

#### ENGL-560F/3 African American Literature

This seminar course offers an overview of African American literature through reading and writing assignments, discussions, student-led seminars, and visiting lecturers on art, music, and history. Trips to museums and jazz or blues club performances enhance the students' appreciation of cultural contexts. In their end-of-term projects, which may be literary or more broadly focused in

African American art or history, students pursue interests developed during the term, but their projects may focus beyond the literary periods covered in a particular term. The fall term focuses on the vernacular tradition (from worksongs to rap), on the literature of slavery and freedom, on the literature of Reconstruction, and on the literature of the New Negro and the early years of the Harlem Renaissance. In the winter, students read the literature of the later years of the Harlem Renaissance and African American expressions of realism, naturalism, and modernism. In the spring, Black Arts Movement and African American literature since 1970 are the focus of the course (Mr. Sykes)

#### ENGL-560G/1 Literature of the Civil War

Historian Shelby Foote said, "Any understanding of this nation has to be based on an understanding of the Civil War." But how can one possibly understand the Civil War? Since the conflict began, countless Americans have tried to make sense of it—through letters, journals, memoirs, photographs, songs, poems, novels, films, and histories. In this course, we will attempt to reach some understanding of the Civil War and its legacy. Although our approach will necessarily be interdisciplinary, our principal focus will be the various literature of the war.

The writers we study most likely will include, but not be limited to, Frederick Douglass, William Faulkner, Abraham Lincoln, Margaret Mitchell, Toni Morrison, Robert Penn Warren, Walt Whitman, and C. Vann Woodward. (Mr. Domina)

#### ENGL-570/3 The Play's the Thing: Advanced Shakespeare

While most of us meet Shakespeare in a book, his true home is on the stage. The course will cover three plays in depth, and close reading and textual analysis will be our primary focus. Emphasis also will be placed on learning to direct, stage, and speak Shakespeare "trippingly on the tongue," so that we can appreciate and learn from the Bard the way he intended. (Ms. Curci)

#### ENGL-571A/1 The Short Novel:

#### ENGL-571A/2 Risk and Romance

This course uses a mix of seminar classes, films, and regular, individual student-teacher conferences to examine experimental short novels from around the world. Students learn to draw conclusions about the artistic and social forces that gave rise to these novels. Each term draws comparisons among works by Vonnegut, Mann, Joyce, Walker, Puig, Rulfo, Enchi, Duras, Achebe, Hemingway, McCullers, Camus, Salinger, Garcia, and others. (Mr. Pepper)

### **ENGL-571B/3 Fresh Fiction: Advanced Writing Workshop in Contemporary Storytelling**

This course is open to students who have completed a creative writing course successfully or who have an abiding enthusiasm for composing fiction.

Inspired by the freshest voices in fiction and screen writing today, this workshop allows writers to explore the artistic and thematic frontiers of contemporary storytelling. Over the course of the term students will work to create their own collections of stories or a novella. Gutsy stories, original characters, and vigorous editing/rewriting are our aims. Companion readings from writers like Zadie Smith, Chang Rae Lee, Sandra Cisneros, Khaled Hosseini, Nathan Singer, Bobbie Ann Mason, the Coen Brothers, and Jim Jamusch will offer inspiration. (Mr. Pepper)

### **ENGL-572A/1 Welcome to the Apocalypse**

Confronted with the complexity of the world's problems, one easily can feel like Wile E. Coyote, well beyond the cliff's edge, staring at the abyss below. Presented as a Senior seminar this course will explore critical issues facing us, such as refugees and immigration, wealth and resource disparities, terrorism and individual rights.

Central to our collective endeavor will be examining through fiction and weekly films the interconnections between various conflicting forces, as well as the search for solutions. The term will culminate with class projects devoted to addressing local and global issues.

Readings include *Waiting for the Barbarians*, *GraceLand*, *Saturday Snow*, *We Wish to Inform You That Tomorrow We Will Be Killed with Our Families*, *Imagining Argentina*, *Death and the Maiden*. Films include *The Constant Gardener*, *Dirty Pretty Things*, *Tstosi*, *Osama*, *Darwin's Nightmare*, *Elephant*, *Do the Right Thing*, *Hotel Rwanda*. (Mr. Bardo)

### **ENGL-574B/1 Rememories: Trauma and Survival in Twentieth-Century Literature**

In her novel *Beloved*, Toni Morrison coins the term "rememory" to describe a type of memory that won't stay buried—ghosts of experience that resurface across years, decades, even centuries; memories of trauma that continue to haunt literature to this day. This course will examine how narratives of trauma and survival have been represented (and re-presented) in 20th- and 21st-century literature. In our investigation of literature about war, terrorism, and other cultural traumas, we will encounter authors writing from a variety of historical moments and perspectives. We will look closely at how trauma literature both delineates and breaks down divisions between individual, societal, and generational trauma experience. And we will engage with the course texts by writing in a number of modes, both critical and creative. Thematic focuses

will include the problematics of truth and testimony; the dismantling of traditional narrative structures and genres; individual vs. collective memory; societal regeneration; and the ways trauma literature engages with issues of race, class, gender, and national identity. In addition to selected poems and theoretical articles, possible texts include Morrison, *Beloved* or *Sula*; Foer, *Everything Is Illuminated* or *Extremely Loud and Incredibly Close*; Cunningham, *The Hours*; Spiegelman, *Maus*; West, *The Return of the Soldier*; O'Brien, *The Things They Carried* or *In the Lake of the Woods*; and Momaday, *The Way to Rainy Mountain*. (Ms. McQuade)

### **ENGL-576/1**

### **ENGL-576/3 Journalism**

This course on print journalism recognizes the challenges all journalists face in their efforts to be fair and also accurate as they struggle to gather information and churn out lively copy under deadline pressure. The course is designed to teach essential journalistic judgment, basic skills for gathering and verifying news, and interviewing and writing techniques. Students will receive weekly assignments on deadline for news articles, feature stories, columns, and editorials, and all students will work as both reporters and editors as the course progresses. Weekly lectures will cover significant events in the history of journalism, First Amendment issues, current events, and concerns in both print and electronic journalism, and will include discussion of fairness, objectivity, transparency, independence from faction, intellectual honesty, and diversity, among other important topics. The core text, *The Elements of Journalism* by Bill Kovach and Tom Rosenstiel, will be supplemented with information and exercises on [www.Newseum.org](http://www.Newseum.org), the Freedom Foundation's Museum of News Web site. Distinguished Andover alumni currently working as professional journalists will be enlisted for guest lectures and to edit students' articles.

Journalism in the spring continues the work from fall term; however, the spring course is open to all and no experience is necessary. The course begins with a brief overview of significant current events in American journalism before turning to the study of advanced skills in reporting, writing, editing, and shooting photographs for newspapers. The emphasis spring term will be on in-depth feature stories, news packages, and investigations. Initially students with journalism experience will act as editors for newcomers to the field.

Readings for the course are the *New York Times*; the *Boston Globe*; excerpts from the *News About the News*, by Leonard Downie Jr. and Robert Kaiser; *Naked in Baghdad*, by Anne Garrels; and *The Elements of Journalism*, by Bill Kovach and Tom Rosenstiel. Films will include *Absence of Malice*, *All the President's Men*, *The Year of Living Dangerously*, and *Silkwood*. (Ms. Scott)



**ENGL-577/2 The Literature of Travel Writing**

**Winter Term**—The British scholar Paul Fussell writes that “successful travel writing mediates between two poles: the individual thing it describes, on the one hand, and the larger theme that it is ‘about,’ on the other. A travel book will make the reader aware of a lot of things—ships, planes, trains, donkeys, sore feet, hotels, bizarre customs and odd people, unfamiliar weather, curious architecture, and tasty food. At the same time, a travel book will reach in the opposite direction and deal with these data so as to suggest that they are not wholly inert and discrete but are elements of a much larger meaning, a meaning metaphysical, political, psychological, artistic, or religious—but always, somehow, ethical.”

In the course, students will read excerpts from travel literature over time and write three travel essays of their own. Writers will include Herodotus, Pausanias, Marco Polo, Christopher Columbus, Lady Mary Wortley Montague, Charles Darwin, Charles Dickens, Ralph Waldo Emerson, Mark Twain, Freya Stark, D.H. Lawrence, Jack Kerouac, V.S. Naipaul, Paul Theroux, Margaret Atwood, Annie Dillard, and David Foster Wallace (Ms. Scott)

**ENGL-578/1 Feasts and Fools:****ENGL-578/2 Revelers and Puritans****ENGL-578/3 in Literature and Life**

This course examines what Jean Toomer called “the good-time spirit” and its opposite, as manifest in major literature, including drama and film. Along with critical writing on literature, the students occupy themselves with parties and festivities in their lives, as well as in other cultures. Personal essays may lead to anthropological, architectural, performative, and semiological research projects, creative writing, and reports. Texts have included *Mrs. Dalloway*, *Sir Gawain and the Green Knight*, *Love in the Time of Cholera*, *Vile Bodies*, *Like Water for Chocolate*, *The Custom of the Country*, *A Year in Provence*, *House of Sand and Fog*, selected short stories, and poetry. Films include *Babette’s Feast*, *Much Ado About Nothing*, and *Table Manners*. (Dr. Wilkin)

**ENGL-581/3 Contemporary American Poetry**

This course will introduce students to poets and movements that have shaped the direction and contours of American poetry since World War II. Students first study the Beat Movement and then explore the so-called “schools” of poetry—Black Mountain, New York, Confessional, et al. The course finishes with an exposure to poetry that is happening right now, which includes bicultural and multicultural poets. Most class time will be spent deriving themes through discussions of poets, poems, poetic movements, criticism, and theory. Poets include Ginsberg, Corso, Kerouac, Dylan, Waldman, Bukowski, Creeley, Olson, Levertov, Ashbury, O’Hara, Lowell, Plath, Berryman, Bishop, Rich, Dove, Hass, Kinnell, Hogan, Nye, Springsteen, and Colvin (Mr. Tortorella)

**ENGL-582A/3 Contemporary Caribbean Literature: Better than Spring Break in Jamaica**

Bearing a historical legacy of slavery and colonialism, the Caribbean today is viewed by many people as a tourist paradise, a place to relax and have “fun in the sun.” Nevertheless, the fact that, in recent years, the Nobel Prize in Literature has been awarded twice to Caribbean authors (St. Lucian Derek Walcott and Trinidadian V.S. Naipaul) is an important indicator of the quality of the cultural production in this archipelago. In this course, we will examine Caribbean literature from various islands, investigating their significance as representatives of a “common” (?) Caribbean experience. Through our responses to different literary texts (novels, plays, poems, essays), as well as to film and music from the region, we will ponder the issue of identity (both individual and collective), trying to articulate what it means to be “Caribbean” nowadays. Writers include Aimé Césaire, Derek Walcott, Jacques Roumain, Jamaica Kincaid, Julia Alvarez, Rosario Ferré, Esmeralda Santiago, Simone Schwarz-Bart, and V.S. Naipaul. Films include *Sugar Cane Alley* and *Strawberry and Chocolate*. The course includes a service-learning component with the Dominican and Haitian immigrant communities in Lawrence. (Dr. Vidal)

**ENGL-582B/****HIST-55578 Brazilian Cultural Studies**

(not offered in 2008–2009)

Four class periods. See also *HIST-55578*. One of the largest countries in the world and with a diverse population, geography, and economic base, Brazil is poised to become one of the “giants” of 21st-century global development. This course will look into important moments in the political, economic, literary, and artistic histories of the country in the 19th and 20th centuries, attempting to understand how Brazil came to be what it is today and what it could become in the future. We will pay specific attention to the nation’s formative years after independence from Portugal in 1822, the coffee boom of the early 20th century, the Vargas and Kubitschek regimes, the military dictatorship of the 1960s and ’70s, and the new democratic period of recent years. These historical moments will be studied through the lens of the literature, film, art, and music being produced at the time. Of special interest will be the work of Machado de Assis, Gilberto Freyre, Clarice Lispector, Jorge Amado, the participants in the 1922 Week of Modern Art movement, and the protest songs and films depicting life under the military regime. A student in this course is eligible for credit in either English or history. A student who wishes to receive English credit should sign up for *ENGL-582B*; a student who wishes to receive history credit should sign up for *HIST-55578*. (Dr. Vidal)

**ENGL-583/1****ENGL-583/2****ENGL-583/3 Writers in Depth**

This course will be devoted to one British novelist each term. Each writer is both a representative of a particular time and an innovator who significantly influenced the history of the novel.

**Fall Term**—Jane Austen. Once taken at her word that her work was very limited, Austen was one of the vital links between the 18th and 19th century novelists. As a class, we will read *Northanger Abbey*, *Emma*, and *Persuasion*. Students who have not read *Pride and Prejudice* will do so, while those who have will read *Sense and Sensibility*. We will also watch Ang Lee's *Sense and Sensibility*, as well as selections from adaptations of other Austen novels.

**Winter Term**—This term we will read *Bleak House*, which many consider Charles Dickens' masterpiece, an extraordinary blend of comedy, gothic mystery, and social protest, told through an intersecting double narrative. We also will read poetry by Blake and others, as well as study paintings and photographs from the time.

**Spring Term**—This term will be devoted to Virginia Woolf, who, if she had written no fiction, would still be well known for her brilliant essays. We will read her two greatest novels, *Mrs. Dalloway* and *To the Lighthouse*; several of her short stories and essays; and selections from her autobiographical writings. To put Woolf's work in context, we will view some of the work of the Post-Impressionist painters; read from the war poets (the First World War is central to her novels); and compare her style with that of her fellow Modernist novelists Joyce and Faulkner. (Ms. Fulton)

**ENGL-585 Creative Writing: Poetry**

(F-W-S)

This course is for students committed to reading and writing poetry. Students will be asked to write about poetry in addition to composing their own poetry. Although students are not expected to submit portfolios or samples of their work to qualify for this class, they must be serious about writing poetry. Previous experience helps, but it is not necessary. (Mr. Lyckack)

**ENGL-586 Creative Writing: Fiction**

(F-W-S)

This course is for students committed to reading and writing short fiction. Students will be asked to write about short fiction in addition to composing their own short fiction. Although students are not expected to submit portfolios or samples of their work to qualify for this class, they must be serious about writing fiction. Previous experience helps, but it is not necessary. (Mr. Lyckack)

**ENGL-587/1****ENGL-587/2****Neither Fear Nor Courage:  
Modernism Across the 20th  
Century**

In the waning hours of the Belle Époque, under the calamitous shadow of a devastating world war, the advent of the 1900s in Europe and America witnessed a profound change in the established social order. A breach of faith in the ability of traditional literary modes to represent the dissonance of modern life ensued. This course will examine stories of character in crisis: the modern hero's struggle to find moral order and certainty in a world that no longer makes sense according to conventional structures of meaning. From the birth of modernism through its recent legacy, students will read fiction and poetry that seek new ways of conceiving the human self as a creature of alienation and longing.

**Fall Term**—Students will read masterpieces of high modernism written in English, including *The Waste Land*, by T.S. Eliot; *To The Lighthouse*, by Virginia Woolf; and *Absalom, Absalom!* by William Faulkner.

**Winter Term**—Students will move beyond the Anglo-American tradition to works not originally written in English, wandering among immortal gypsies, flying carpets, pandas in the mist, and elusive promises of impossible love. Where does the yearning soul find peace? What magic lurks in the darkest dreams? Works include poetry by Andre Breton and two novels: *One Hundred Years of Solitude* by Gabriel Garcia Marquez and *Soul Mountain* by Gao Xingjian. (Ms. Tousignant)

**ENGL-590C/1 Literature of Resistance,****ENGL-590C/2 Resilience, and Triumph:****ENGL-590C/3 Narratives of the Natives**

This course will use texts and films from a variety of cultures underrepresented in the American curriculum. Included will be material from the following groups: South Africans, Chinese, Native Americans, and Latin Americans. Each selected novel/film will tell a story of others' cultural experiences from the perspective of the natives of that culture. Each term the course will include an exploration and understanding of the values, cultural norms, and traditions of other cultural groups to bear witness to these groups, as well as to dispel some myths about the said cultures. The course also will study the countless ways in which humans dominate other humans, and how the oppressed organize themselves in resistance and use their voices through literature and film to share their stories.

Course participants will engage in literary and visual experiences of other worlds. Class discussions and frequent writing assignments will abound, and students will be encouraged to develop their own voices as they study the power of language in these narratives and undertake a topic of interest to research. There will be student-led seminars and end-of-term projects or papers, which will give students an opportunity to explore in depth a topic of their choice, culminating in class presentations. The chosen readings are as follows:



**Fall Term**—*Mother to Mother* by Sindiwe Magona; *Snow Flower and the Secret Fan* by Lisa See; *Love Medicine* by Louise Erdrich; *In the Time of the Butterflies* by Julia Alvarez; and the film *Long Night's Journey into Day*, a documentary that takes us into post-apartheid South Africa.

**Winter Term**—*Lucky Child* by Luong Ung; *Indian Killer* by Sherman Alexie; *So Long a Letter* by Mariama Ba; and the film, *El Norte*, the story of a Guatemalan brother and sister who flee persecution at home and journey north with a dream of finding a new home in the United States.

**Spring Term**—*Falling Leaves: The Memoir of an Unwanted Chinese Daughter* by Adeline Yen Mah; *A Long Way Gone: Memoirs of a Boy Soldier* by Ishmael Beah; and *Tracks* by Louise Erdrich. (Mrs. Maquibela)

#### ENGL-591/2

##### ENGL-591/3 The Novel After Modernism

In the middle of the 20th century, writers began to move past both the period and the styles that we still call "modern." What does it mean for a novel to be past modern? Postmodern? Past postmodern? Can a contemporary novel still be a modern novel? In this course we will study the recent progress of the novel genre. We will read aggressively, studying four or five novels per term. In the winter we will read the work of American novelists; in the spring we will read the work of international novelists. Our authors may include Russell Banks, J.M. Coetzee, Robert Coover, Don DeLillo, Joan Didion, Ralph Ellison, Gabriel Garcia Marquez, Cormac McCarthy, Toni Morrison, Vladimir Nabokov, Joyce Carol Oates, Thomas Pynchon, Philip Roth, José Saramago, and Zadie Smith. (Mr. Domina)

#### ENGL-592B/3 Haunted by Shadows: Viewing African Independence Through Lens and Literature

This course will offer a brief survey of literature written about sub-Saharan Africa in the latter part of the 20th century. Struggling with a myriad of issues, native African authors, as well as observers like V.S. Naipaul, consider in their works the impact of colonialism, corruption, globalization, poverty, tribalism, and other forces on nations as they emerge from European domination. Class discussions will focus on how these authors craft their fiction as political and social narratives. Films such as *Tsotsi*, *Darwin's Nightmare*, and *Hotel Rwanda* will augment the texts, as will chapters from Martin Meredith's *The Fate of Africa*.

Possible texts: *Graceland*, Albani; *A Bend in the River*, Naipaul; *Master Harold... and the Boys*, Fugard; *Everything Good Will Come*, Atta; *The Madonna of Excelsior*, Mda; *July's People*, Gordimer; *Disgrace*, Coetzee; *Under African Skies: Modern African Stories*, Larson. (Mr. Bardo)

#### ENGL-593/1 Play Writing

Each student is expected to write at least one one act play in addition to certain exercises in monologue, dialogue, and scene-setting. The class reads aloud from students' works in progress, while studying the formal elements in plays by important playwrights and reading selected literary criticism focused on drama. (Mr. Heelan)

#### ENGL-594B/1

##### ENGL-594B/2 Rhetorical Selves in

##### ENGL-594B/3 Pre-Modern Literature

**Fall Term**—"That Obscure Object of Desire: Sixteenth-Century English Poetry." Beginning with selections from Baldassare Castiglione's *The Book of the Courtier*, we will explore the intersection in 16th-century poetry of ideals of poetic mastery, social advancement, and love (both erotic and religious). We will consider the development of English meter and accentual-syllabic verse, the models for English poetry provided by Antiquity and the Continent, and the use of genres like the sonnet sequence, ballad, complaint, and epyllion, or "miniature epic." Among the poets whom we will read this term are Sir Thomas Wyatt, Sir Philip Sidney, Isabella Whitney, Christopher Marlowe, and William Shakespeare, whose early 17th-century sonnet sequence will conclude the course.

**Winter Term**—"Metaphysical Wit: John Donne and Seventeenth-Century English Poetry." John Dryden famously remarked that John Donne "affects the metaphysics not only in his vaines but in his amorous verses, where nature only should reign, and perplexes the minds of the fair sex with nice speculations of philosophy, when he should engage their hearts, and entertain them with the softnesses of love." Described in the 17th century as "witty" or "conceited" (from Italian, *concetto*, "concept"), the Metaphysical Poets (traditionally Donne, George Herbert, Henry Vaughan, Richard Crashaw, and Andrew Marvell) did not so much constitute a "school" of poetry, much less a movement; they developed an approach to poetry that drew upon both the intellectual ferment of the Renaissance and the changing rhythms of spoken English, experimenting with new ways in which to explore lyric sensibility during an era of tremendous change. Among the topics that we will consider in this course are Donne and the Metaphysical Poets' formal and metrical innovations, their use of irony and paradox, catachresis and hyperbole, and the so-called "Metaphysical conceit," the complex image (a book, a globe, the legs of a compass) with which the Metaphysical Poets draw startling analogies to the heightened experience of erotic or spiritual love, a process in which, as Dr. Johnson wrote, "the most heterogeneous ideas are yoked by violence together." We will also consider the influence of Donne on other 17th-century poets, such as Katherine Philips, John Cleveland,

and the young John Milton, and the 20th-century “rediscovery” of Donne and the Metaphysical poets by T.S. Eliot and other Modernists.

**Spring Term**—“Satirical Journey from Antiquity to the English Renaissance.” The word satire derives from the Latin *lanx satura*, meaning an “overflowing platter,” and aptly describes the crowded, mixed-and-matched quality of premodern, prose satire. This is a course devoted more or less to “Menippean satire,” a narrative genre that since Antiquity has been characterized by a mélange of prose styles and verse, realism, and grotesque exaggeration. We start in the ancient world with Apuleius’s *The Golden Ass*, about the misadventures of a man who has been turned into a donkey by witches, and Petronius’s *Satyricon*, a corrosively funny account of life (and death) in Nero’s Rome. We also will read selections from William Caxton’s 15th-century translation of *The History of Reynard the Fox* (available as a PDF). Most of the term, however, will be devoted to the flourishing of satire as a genre among 16th-century humanists, including most or all of the following: Thomas More’s *Utopia*; Erasmus’s *The Praise of Folly*; selections from Marguerite de Navarre’s lively tales of the war between the sexes, *The Heptameron*, and from Francois Rabelais’ robust *Gargantua and Pantagruel*; William Baldwin’s *Beware the Cat*, in which London’s cats recount tales of human folly; and Thomas Nashe’s picaresque *The Unfortunate Traveler*. Along the way, we will consider such topics as irony and the seriousness of play, rhetorical and scholarly “nonsense,” the relationship of satire to genres like folktale, epic, romance, and travelogue, and images of the body and the grotesque. We will conclude by considering the way in which satire, a genre both learned and popular, sophisticated and scatological, is so well suited to the earliest English professional writers, pamphleteers like Nashe, Robert Greene, and Thomas Dekker. (Mr. Bird)

#### **ENGL-595A/1 Last Acts: Remember Me?**

“I got shot,” Tupac Shakur declares at the opening of his posthumous film *Resurrection*, and the viewer asks, “How did he know that was going to happen?” This course begins with some basic questions: How will I be remembered? Can I influence that memory? This is a course that looks at literature and other cultural texts (film, photography, music) produced as a response to those questions, works that the instructor calls automortography: a genre that centers on acts of self-representation in the face of death and the mode of reading that such a genre produces. Automortography, then is not only how someone consciously or unconsciously anticipates and scripts one’s death, but also how the audience reads works through the lens of that writer’s death, thus touching on the larger question of how we memorialize others (i.e., in museums

and memorials). In the course, we will explore a range of texts from Keats to Tupac so as to understand these figures, their predicaments and contexts, and why we need and how we use this mode of reading. In taking several diverse cases together, we might ask, “Are they keeping it real or is this genre a ploy or performance?” Potentially drawing on examples ranging across disciplines, literary figures to consider may include Sylvia Plath, Reinaldo Arenas, Raymond Carver, Charles Bukowski, Jane Kenyon, May Sarton, William Gaddis, Malcom X, and Mark Twain. (Dr. Kane)

#### **ENGL-595B/2 Troubling Literature: Contesting Authority in and Through Literature**

What do Keanu Reeves and Osama bin Laden have in common? They both play the part of postmodern prophets, the former in *The Matrix*, and the latter on the news. They both reflect a widespread dissatisfaction with the same technologies and virtual realities that helped produce them. Such figures use the media even as they see the media as symbolizing the demise of their fundamental beliefs. The idea of this course comes from the troubling of traditions in recent literary works (by the likes of Sebald, Calvino, Pynchon, etc.) and the resurgence of fundamentalisms in the United States and around the globe. An example: In 1989, Ayatollah Khomeini, the leader of Iran, issued a *fatwa* (a death sentence) for the Indo-British writer Salman Rushdie because he felt Rushdie’s novel, *Satanic Verses*, was heretical. While we may or may not use this novel, the situation epitomizes the relationship of modes of writing that seek to trouble accepted truths and a mode of reading that characterizes fundamentalism. Rather than being strictly bound by period or locale, the course will explore the relationship of these subversive or troubling and fundamentalist modes. By looking at the intersections and relation of these works, we can gain a greater appreciation for the source of some of today’s conflicts in the United States and around the globe. The course will ask the question: Are we to or how can we read a text literally? In addition we will address wider questions of meaning, authority, and context. What makes something sacred or canonical and who gets to decide, and what does it mean to trouble the sacred? Texts will be drawn from a variety of contexts. (Dr. Kane)



## HISTORY AND SOCIAL SCIENCE

The study of history and the social sciences provides certain kinds of knowledge, skills, and understanding fundamental to a liberal education. An understanding of the American past continues to be a prerequisite for a participating citizen in a constitutional republic. Vital though such study is, an understanding of our nation alone is not enough. The examination of other cultures around the globe is crucial for broadening a student's understanding of an interdependent world. The Department of History and Social Science therefore integrates the study of international cultures throughout its program. Detailed information on the department, faculty, courses, and other aspects of history and social science may be found at [www.andover.edu/history](http://www.andover.edu/history).

### DIPLOMA REQUIREMENTS

Entering four-year students must complete seven terms of departmental study successfully. *History 100* is required for virtually all ninth-graders. For these students, a trimester of *History 200*, taken in the 10th grade, and three terms of U.S. history (*History 300/4* or *300/5* and *310*) complete the department's requirement. Students entering as 10th-graders must complete four terms of departmental study successfully: a term of *History 200* taken in 10th grade, and three terms of U.S. history as described above. Students entering as 11th-graders must complete three terms of U.S. history successfully as described above or, if given credit by the department chair for a U.S. history course taken previously, three terms of other courses in the department. Students entering as 12th-graders and postgraduates are strongly encouraged to take courses in history and social science but are not required to do so *unless* (1) the department deems their previous preparation inadequate, in which case they will be required to complete a term of departmental study; or (2) they took U.S. history in ninth or 10th grade, for which the department ordinarily does not grant credit.

For one-year international students, the diploma requirement is the completion of three trimesters of history, starting with *History 320*.

Exceptional 10th-graders, if they have completed at least two terms of history and social science with distinction, have made an outstanding score on the school's History Qualifying Test, have received permission from the department chair, and have been approved by the Academic Council, may take *History 340/0*, the yearlong course in modern European history.

The Department of History and Social Science grants no credit for summer study, including work completed at the Phillips Academy Summer Session.

### PLACEMENT

The department is dedicated to placing students in the appropriate level of history study. Such placement is ordinarily done by departmental review of a student's previous record. For a number of students (certain Juniors and Lowers during spring term, and many new Uppers, Seniors, postgraduates, and international students during the orientation period in September), proper placement requires taking the History Qualifying Test (HQT). The HQT is one of several aids the department employs in making placements; no student is placed on the basis of the HQT alone.

On the basis of their previous academic record in history and social science and other subjects, some students may be advised to wait to begin the U.S. history sequence—a term (begin in January) or a year (begin the following September).

Whether so advised by the department or not, all students and their advisors should understand that there is no requirement that students begin U.S. history during the Upper year. Indeed, many students with strong interests in other areas may find it to their advantage to postpone completion of the history and social science diploma requirement until Senior year.

In all cases, final individual placement is determined by the department chair.

### Phillips Academy Archive

The Department of History and Social Science encourages the use of the Academy's extensive archival collection. For students who have completed *History 300* or *310* and are interested in pursuing work with the raw materials of history (including oral history), the Academy archivist offers a unique tutorial-research opportunity on some aspect of the history of Phillips Academy or Abbot Academy. Students undertaking archival study for credit should apply for an Independent Project through the dean of studies.

### REQUIRED SEQUENCE IN WORLD HISTORY

Four-year students are ordinarily expected to complete *History 100* and *History 200* before enrolling in other courses in the department. Three-year students must complete *History 200* before enrolling in other courses in the department. Lowers seeking to qualify for admission to *History 340* may attempt to do so by taking the HQT described above. Those Lowers seeking to postpone *History 200* for academic reasons must consult with their advisors and petition the office of the dean of studies.

**HIST-100/0**     **World History 1000-1550:  
When Strangers Meet**  
(a yearlong commitment)

Four class periods per week. For Juniors. *When Strangers Meet* explores and connects key episodes in world history that contributed to the emergence of a global network. The course begins with the rise and reach of Islam, then examines the Mongol empire, and ends with the rise of European nation states and their subsequent competition overseas. By delving into specific stories, from Mansa Musa's pilgrimage to Mecca, to Marco Polo's appointment to the court of Khubilai Khan, to the first interactions between European explorers and Native Americans, students examine the political, social, and cultural forces that shaped the development of society from 1000 to 1550. An equally important objective of the course is to hone the skills of historians and social scientists: the abilities to think objectively; to read and evaluate primary documents and secondary materials; to organize outline notes; to distinguish between more and less important evidence to employ in written and oral argument; to use library research tools; and to utilize a variety of textual, visual, statistical, and physical materials to understand and explain the past.

**HIST-SS200**     **The Early Modern World  
1500-1800**  
(F-W-S)

Four class periods per week. For Lower. Focusing on developments in both the Western and non-Western worlds, this course offers an interregional perspective on the period 1500-1800. The course examines the economic competition that drew the nations of Europe into the broader world. Through close scrutiny of the Atlantic Rim and the trades in spices and slaves, students will probe the intertwining of personal, political, and economic relations that developed during this time. As in *History 100*, a central aim of the course is to enhance student development of the central skills of historical analysis and exposition. Particular emphasis will be placed on the skills of critical reading and historical writing.

**REQUIRED SEQUENCE IN  
UNITED STATES HISTORY**

**HIST-300/4**  
**HIST-300/5**     **The United States (T2)**  
(a two-term commitment)

Four class periods. For Uppers and Seniors. This course, along with *History 310*, completes the department's diploma requirements. The sequence emphasizes three goals: a survey knowledge of American history through the Great Depression; the acquisition of skills by daily exercises in reading, note-taking, and writing; and in-depth study of organizing themes.

**HIST-310**     **The United States**  
(F-S)

Four class periods. For Uppers and Seniors. Students must take *History 310* in the term immediately following their completion of *History 300*. The focus is on the United States during and after World War II.

*Prerequisite:* Successful completion of *History 300/4* or *300/5*.

Students completing this course who wish to take the College Board Advanced Placement examination should check with their teachers, since extensive review is required.

**HIST-320/4**     **Topics in United States History  
for International Students (T2)**  
(a two-term commitment)

Four class periods. A course for entering Seniors for whom English is a second language. The intention of this course is to recognize the particular needs and strengths of students. The content is focused around key questions and issues in United States history. These include how a "democracy" emerged in America, the enduring dilemma of race and ethnicity, the rise of the American economy, and America's role in the world. The course emphasizes writing and language skills by gradually increasing the complexity of assignments and the amount of reading.

**SURVEY OF MODERN EUROPEAN HISTORY**

**HIST-340/0**     **Modern European History**  
(a yearlong commitment)

Four class periods. This course is open to exceptional Lower (determined via HQT results and with permission from the department chair) and to Uppers. The course has proven to be good preparation for the Advanced Placement examination in European history. Successful completion of this yearlong course, together with a year of U.S. history (*History 300* and *310*) and *History 100* for four-year students, satisfies the department's diploma requirements.

The fall term consists of a background survey of the 16th, 17th, and 18th centuries, with particular emphasis on the political, economic, and intellectual revolutions that helped to mold the modern world. The focus of the winter term is the period 1800-1914, with continuing attention given to the shaping of modern thought, the emergence of the nation-state, and the effects of industrialization. In the spring term, the course covers topics in 20th-century Europe: the two World Wars and their effects, the nature of totalitarianism, and the Cold War and its aftermath. Reading is from primary and secondary sources, as well as fiction. Maps and visual materials are used where appropriate. (Mr. Quattlebaum)



**HIST-SS480/ SCIE-480 Disease and Medicine in the United States: Pox and Pestilence**  
(1)

Five class periods per week. Open to Upperts and Seniors. See also *SCIE-480*. In recent years, historians have begun to understand the impact of disease on the human story and have incorporated it into the more traditional narratives. In common with other parts of the world, the history of the United States has been profoundly influenced by infectious disease. In this course we invite you to come along on a multi-disciplinary journey to explore the impact of disease on the American experience in the 19th and 20th centuries. After exploring the pre-contact situation in the Americas, we will focus on syphilis, smallpox, bacterial sepsis, cholera, yellow fever, malaria, tuberculosis, influenza, polio, HIV/AIDS, and bioterrorism agents such as anthrax. Students will research the role these diseases played in the social, military, and political history of the United States together with the science and medicine that developed in response to them. This is a research seminar and students will use a variety of sources to write a term paper. There is no final examination. A student in this course is eligible for credit in either history or science. A student who wishes to receive history credit should sign up for *HIST-SS480*, a student who wishes to receive science credit should sign up for *SCIE-480*. (Ms. Doherty and Dr. Hagler)

**HIST-SS485 MUSC-485 Out of Tune: Music and the State in the Twentieth Century**  
(1)

Four class periods per week. Can governments control culture? What effect can political oppression have on an artist's work? What does it take to be accepted by a totalitarian state as a legitimate composer? Can you determine the real intentions of a composer working under a repressive regime? While some composers enjoyed approval and even served the purposes of the state, the 20th century is rife with examples of composers whose work was compromised, neglected, even forbidden. The rise of the technology of mass media also aided governments in their use of music. Hitler and Stalin, for example, were both masters of propaganda and were acutely aware of the power of music to influence people.

The course includes an exploration of the work of Richard Strauss, Dmitri Shostakovich, and Aaron Copland, amongst others, as well as the attitudes of the governments under which they worked. It ends with an examination of the artistic deprivations imposed by the Cultural Revolution in China. Students also will research a case study of their choice. A student who wishes to receive history credit should sign up for *HIST-SS485*, a student who wishes to receive music credit should sign up for *MUSC-485*. (Ms. Doherty and Mr. Walter)

**ADVANCED COURSES**

Advanced courses are open to students who have successfully completed at least one term of *History 300*. Each course has four class periods a week, unless noted otherwise. These courses may be taken for a term only, but students may choose to remain in two-term or yearlong elective sequences.

**HIST-SS520 Economics I: Macroeconomics and the Global Consumer**  
(1 & 5)

Four class periods per week. The course introduces students to the basic principles of macro- and microeconomics and their application and relevance to national and international public policy. Students examine the development of the contemporary global economy and use basic theoretical tools to analyze current issues. Classes consist primarily of discussions, although the course also employs role playing, debates, guest speakers, films, and student reports on their term projects. Students completing this course are eligible to enroll in *History-Social Science 521* and/or *History-Social Science 522*.

**Fall Term**—Limited to Seniors. Coupled with *History-Social Science 521* in the winter, the fall course will prepare students to take both the macroeconomics and microeconomics AP exams.

**Winter Term**—Preference to Seniors. Students enrolling in *History-Social Science 520* in the winter will be prepared to take the macroeconomics AP exam.

**Spring Term**—Preference to Seniors. Students seeking opportunities to develop a basic understanding of the discipline prior to attending college are encouraged to enroll, although those enrolling in the spring will not be prepared for an AP examination.

**HIST-SS521 Economics II: Microeconomics and the Developing World**  
(1 & 5)

*History-Social Science 521* continues the introduction to economics begun in *History-Social Science 520*. Students utilize the basic principles learned in *History-Social Science 520* and study microeconomics, theory of the firm, the organization of markets, and the role of governments in all areas of the global economy. Special attention is given to development economics, resource markets, questions concerning racial and gender wage discrimination, and public sector issues such as health care and the economics of the environment. Students also study a range of economic development models and complete an applied research project using such models in relation to a contemporary developing country. Classes consist primarily of discussions, simulations, problem sets, and guest lectures.

*Prerequisite:* Successful completion of *History-Social Science 520*.

### **HIST-SS522 Economics Research Colloquium** (s)

This research colloquium investigates public policy issues in the field of economics. Topics include the debates over sustainable growth, tax reform, supply-side economics, labor organization, national industrial policy, pollution, population growth and welfare policy, and the ethical responsibilities of business. Classes center around discussion of individual students' works in progress; a term paper and presentation on an issue of choice are required. There is no final examination.

*Prerequisite:* Successful completion of *History-Social Science 520*.

### **HIST-SS530 International Relations** (F-W-S)

This course will introduce the student to international relations by investigating the major schools of thought in international relations. The class also will examine the historical setting in order to understand emerging developments in various areas of the world. Events in Asia, Africa, the Middle East, Europe, and the Americas will be addressed as the current international situation unfolds. Class discussion is a major component of this course. (Mr. Gurry)

### **HIST-SS531 Comparative Government** (F-W-S)

This course introduces students to the world's diverse political structures and practices. A comparative study of six nations—Britain, Russia, China, Nigeria, Mexico, and Iran—serves as a core for the course. By examining the political implications of different types of social and economic development, students become familiar both with general political concepts and with a broad array of specific issues, and they are able to use their knowledge as a template for examining how other countries respond to global challenges. Students customarily choose whether to write an in-depth paper or take a final exam. The course does prepare students to take the AP examination in Comparative Government and Politics, though this is not its primary goal.

### **HIST-SS532/1**

### **HIST-SS532/2 East Asia**

Each of these courses can be taken separately. If taken as a sequence, they offer students a comprehensive introduction to three of the world's most important countries, the region they share, and their relations with the rest of the world. When practical, these classes engage in collaboration with Chinese and Japanese language classes, respectively. There are term-long film series, and students use extensive intranet sites as resources and in daily assignments. (Mr. Drench)

**Fall Term (*Modern China*)**—Four class periods per week. Following a rapid survey of Chinese history, the class concentrates on modern China since the early 19th century. Required reading includes selections from *The Search for Modern China* by Jonathan D. Spence and its accompanying documents anthology. Students write a research or other major paper or a series of short essays. There is no final exam.

**Winter Term (*Modern Japan and Korea*)**—This course offers a survey of Japanese history, an introduction to Japanese culture, and an intensive examination of modern Japanese and Korean issues. While it is taught in loose collaboration with *Japanese 300*, no knowledge of the Japanese language is necessary. Students read two required texts chosen from among *Japan's Postwar History*, by Gary D. Allinson; *The Two Koreas*, by Don Oberdorfer; *Inventing Japan*, by Ian Buruma; *North Korea: Another Country*, by Bruce Cumings; *Japan: A Modern History*, by James L. McClain; *Learning to Bow*, by Bruce Feiler; *Norwegian Wood*, by Haruki Murakami; and *The Book of Masks*, by Hwang Sun-won. Students write a research or other major paper or a series of short essays. There is no final exam.

### **HIST-SS533/1**

### **HIST-SS533/2 The Middle East**

Each of these courses can be taken separately. If taken as a sequence, they offer students a comprehensive introduction to a broad swath of the world in which Islam is the most widely practiced faith and with which the United States is intimately involved. Stretching from Morocco to Kashmir, from the Balkans to Sudan to the former Soviet Central Asian republics, this vast area includes the world's oldest crossroads in the heart of the Middle East and a contemporary cauldron of issues competing for our attention. The class will feature guest speakers, a film series, and opportunities for corresponding via e-mail with students in the region. Andover's intranet and off-campus Internet sites are used extensively as resources and in daily assignments. (Mr. Drench)

**Fall Term (*The Middle East Heartland*)**—Four class periods. The fall term concentrates on the interior Middle East and North Africa. We survey history from the dawn of Islam to the present day, and then examine selected issues in depth. These issues have included the Israeli-Palestinian conflict, the Gulf War, statelessness, political Islam, terrorism, women and minorities, water and oil, the Iraq War, and the post-9/11 world. During the term, students are assigned several books to read. Other readings have included journal articles and primary documents. Students write a research or other major paper or a series of short essays, and engage in role-plays or contribute weekly reports from online media sites they follow regularly throughout the term. There is no final exam.



**Winter Term** (*The Greater Middle East*)—Four class periods. The winter term concentrates on the area between the Persian Gulf and the borders of Russia and China. There is a historical survey highlighting major themes, followed by an in-depth investigation of modern and contemporary issues. These have included political Islam, Afghanistan's instability, Iran's revolutions and nuclear program, the partition of India and the Indian-Pakistani rivalry in its Kashmiri and nuclear dimensions, regional energy-related issues, and the emergence of Muslim-majority states in Central Asia following the breakup of the Soviet Union. Students are assigned one or two books to read and/or choose another title from a varied booklist. Students write a research or other major paper or a series of short essays, and engage in role plays or contribute weekly reports from online media sites that they follow regularly throughout the term. There is no final exam.

**HIST-SS534 Africa and the World**  
(not offered in 2008–2009)

**Winter Term** (*A Brief History Up to the 20th Century*)—This course examines the history of Africa and the world from the standpoint of three commodities: water, gold, and rubber. We begin with water and its central role in the unfolding of the earliest civilizations along the Nile River, ancient Nubia, and relations with Egypt, 4000 to 1000 B.C.E. We move to gold, the engine of growth and power for the great West African kingdoms from 800 to 1500 C.E., and the relations these kingdoms had with Europe, the Middle East, and eventually India and China. We conclude with a look at the rule of rubber, a modern commodity that helped to spur one of Africa's tragic genocides as King Leopold of Belgium tried to capitalize in the Congo on global demand for automobile tires. As we examine history, every student will research a modern country. Open to Uppers and Seniors. (Dr. Shaw)

*Prerequisites:* None

**Spring Term** (*The Modern Challenge*)—Among the greatest achievements of the 20th century was the liberation of African countries from colonial rule. This course examines the modern history of the continent using the lens of economics. However, the course is designed for those who have not enrolled in formal economics courses but are interested in learning a few basic economic concepts. From the rationale for colonialism and the sharing in Europe of the "Magnificent African Cake" (1885–1945) through the heady promise of growth and development with independence (1945–1980) to the current challenge of debt, aid, and the question of post-colonialist dependency (1980–present), we will look at all three stages of modern history on the continent. Students will research one topic in depth. Open to Uppers and Seniors. (Dr. Shaw)

*Prerequisites:* None

**HSS-535/3 Introduction to Latin America**  
(s)

This one-term course will introduce the student to many of the basic issues and themes that contribute to an understanding of Latin America. The class will deal briefly with the region's common history, the pre-colonial and colonial experiences. Rather than attempt a full survey, the course will review in some depth historical and contemporary issues in Brazil and Mexico, by far the largest countries of the region. Regionally, the class will look at a number of common themes, the New Left in Latin America; issues of U.S. foreign policy; common economic problems and prospects; regional integration, etc. Each student will be asked to look at a given Latin American country, invoking this thematic material as appropriate. The goal is to understand this important and neglected region, in its diversity and commonality, as its many links with the United States become ever more pressing. (Mr. Perry)

**HIST-SS536 Topics in European History**  
(not offered in 2008–2009)

For Seniors; not open to those who have taken *History 340*. Four class periods. The study of Europe in this setting will follow the broad scheme of organization presented in *History 340*. Selected topics may be given greater attention than they receive in a survey course. Students wishing to prepare for the College Board Advanced Placement examination should confer with the instructor early in the fall term.

**HIST-SS537 Ancient History**  
(not offered in 2008–2009)

Four class periods. Each term of the course covers a unit of Greek and Roman history from the Minoan Period to the beginning of the Medieval Period. The fall term survey of Greek history, ending with the empire of Alexander the Great, makes full use of the Perseus Project: An Interactive Curriculum on Ancient Greek Civilization, a program incorporating the use of microcomputers with compact discs and video laser images. No experience in the use of computers is required. The winter term covers the period from the beginning of Rome until its transition from Republic to Empire; the spring term covers the Roman Empire until its transition to the Medieval Period.

**HIST-SS570 United States Race Relations**  
(not offered in 2008-2009)

This seminar focuses upon the myth of the melting pot and examines the forces that have made race a continuing theme in politics, economics, and social interactions. Students analyze opposing viewpoints of recognized experts in the field of race relations and examine definitions of race, ethnicity, prejudice, discrimination, and racism. To enhance communications, definitions of diversity and multiculturalism are examined and refined. Students are encouraged to discover impediments to positive race relations and to develop ways to facilitate greater understanding and respect among the several races that constitute the population of the United States. A major project paper is required as the culmination of the term's work. There is no final exam.

**HIST-SS571 Issues in Gender Relations**  
(w-s)

How does your moment in history shape your sexuality and your identity as a man or a woman? How does your culture shape those same aspects of your self? How do differences of gender create cross-cultural misunderstanding? Who decides what is feminine or masculine? How have mass media shaped our beliefs about gender? This course will include reading, discussions, films, guest speakers, short papers, and a final research project. There is no prerequisite and there is no final examination. (Dr. Rotundo)

**HIST-SS572 Nuclear Power and Weapons: Proliferation and Response**  
(w)

This seminar follows the evolution of and reaction to atomic energy and The Bomb, from the discovery of fission in 1938 on Otto Hahn's table in Nazi Germany, to Hiroshima, the Cuban missile crisis of 1962, the START talks, SDI and Chernobyl in the 1980s, and the increased danger of proliferation and nuclear terrorism after the Cold War into the 21st century. Historians, chemists, physicists, political scientists, and journalists are among those who tell the story in lectures, documents, and secondary accounts. Readings include Sheldon Stern, *The Week the World Stood Still*; Richard Smoke, *National Security and the Nuclear Dilemma*; and *Bulletin of Atomic Scientists* articles (2008-2009). The course entails class seminars, field trips, films, readings, a research project, a period test, and a final examination. (Mr. Quattlebaum)

**HIST-SS573 Urban Studies**  
(not offered in 2008-2009)

*Urban Studies* is both an academic and a service-learning course, with each part informing and enlarging the other. The course explores the history and present shape of the nearby "immigrant city" of Lawrence and examines its people and their special situation in the context of broader historical, social, and economic urban issues. It also will introduce developmental psychology, curriculum development, and group skills. *Urban Studies* students will engage in internships in a Lawrence school. Beyond the core course work, reading, writing, and discussion will be tailored to support the specific internship tasks. The course will culminate in an exhibition to synthesize the multidisciplinary academic work and the active internship learning. *Urban Studies* is a double course, counting for two credits. It is primarily for Seniors, who should apply to the instructor early in the winter term, although interested Uppers may apply.

**HIST-SS574 Expansion and Indian Policy in 19th-Century America: "Kill the Indian, Save the Man"**  
(not offered in 2008-2009)

In this course, students will explore the dramatic and often tragic events that accompanied the rapid expansion of white America in the 19th century. With the Louisiana Purchase in 1803, Thomas Jefferson hoped to realize his dream of expanding the United States. The journeys of Lewis and Clark and other explorers helped open up the continent and make the dream a reality. The remarkably rapid expansion of white America permanently altered the way of life for native peoples as they faced intrusion into their traditional homelands. Throughout the 19th century the white government developed policies to deal with the "Indian problem," from assimilation to removal, from reservations to allotment. In this course, students will examine these policies and the race theories that underpinned them. How influential, for example, was the measurement of human skulls by Samuel Morton for his *Crania Americana*? What did it mean to "kill the Indian and save the man?" And how, then, could white officials justify the destruction of the buffalo in the name of progress? Students will use the collections at the Peabody Museum, together with traditional written source materials, to uncover white and Indian perspectives as the continent came under the control of the U.S. government. (Mrs. Doheny)



**HIST-SS575 Abolitionism in Black and White**

(w)

Offered in winter term, this IP seminar explores the American anti-slavery movement through the lives and work of abolitionists, both black and white. Among the questions we will address are:

- How did black and white abolitionists understand and approach the movement differently, and how did their motivations differ?
- How did slaves themselves resist slavery?
- To what degree did the racial attitudes of white abolitionists prevent them from working successfully with black abolitionists?
- Clearly, white abolitionists believed that the slaves should be freed, but how many believed that former slaves should enjoy rights equal to those of whites?
- How was the threat of violence (armed uprising) used in anti-slavery arguments?
- How did the changing nature of slavery (e.g., the growth of the domestic slave trade) influence the anti-slavery movement?

Both secondary and extensive primary sources will be used. After completing the introductory reading, each student will pick a topic to research and write about. Members of the seminar will meet regularly to discuss their research with one another and will also have regular individual meetings with the instructor. The major research paper or project will be due at the end of the term.

Students interested in taking this IP seminar should apply to be an Abbot Independent Scholar (application available in the Dean of Studies' Office). Enrollment is limited to five students. (Mrs. Chase)

**SEMINARS IN HISTORY & SOCIAL SCIENCE**

These seminars are designed for Seniors, though Uppers may enroll with permission of the instructor. Pending adequate staffing and sufficient enrollment, the department will offer the following seminars in 2008-2009.

**HIST-SS577A American Popular Culture**

(w)

In this course, students will examine the history of popular culture in the United States. The course will ask students to engage with a variety of popular culture forms (material culture, visual and aural culture, popular literature, etc.) and will introduce them to methodologies from different historical fields and perspectives. Students will investigate popular culture as evidence of the attitudes, assumptions, values, and anxieties of a society. Students will be encouraged to explore the contested meanings of culture, community, and membership in the United States as they cultivate an awareness of the ways popular culture has shaped—and been shaped by—race, class, and gender. Students will study both commercial and noncommercial aspects of popular culture, as well as consider how new forms of technology have altered the ways popular culture is produced and consumed. The course will examine the important role that American popular culture plays—and has played—in globalization. By looking at the products of popular culture historically, students will sharpen their abilities to read critically the popular culture of their own time. There is no final exam. (Ms. Ainsworth)

**HIST-SS577C The Founders and Their World**

(s)

Those who founded the American republic confronted challenges that seem strikingly familiar: nation-building; terrorism; a ballooning national debt; use and misuse of the American military force; losing the respect of Europe; government suspension of civil liberties; and nasty presidential campaigns and disputed elections. This seminar invites a deeper understanding of the group of Americans "present at the creation." Although they joined in making a revolution, they ultimately disagreed violently on the meaning of that revolution and its results. Making extensive use of primary documents and of recent appraisals of Washington, Jefferson, Adams, Franklin, Hamilton, Madison, and others, students will develop their own understanding of these individuals and how they met the challenges of their time. Investigating those who "invented" the nation will raise questions such as the following: Why are there so many founding fathers and, apparently, so few founding mothers? Have historians

overlooked figures that should be considered part of this group? Why did few of these "apostles of freedom" oppose slavery? Why did former colleagues and friends turn into bitter enemies? Why did so many of the founders die profoundly disillusioned with their new America? Students are expected to participate actively in seminar discussion and to write a research essay. There is no final examination. (Mr. Henningsen)

**HIST-SS577D The U.S. from Roosevelt to Roosevelt: America in the First Four Decades of the 20th Century**  
(s)

Four class periods per week. This course focuses on U.S. history starting with the Progressive Era, the 1920s, and the New Deal. As we examine the major reform movements of the Progressive Era, we will see how they were transformed by war and the nation's postwar reaction. We will look at the continuities between the Red Scare of 1919-1920 and the social conflict of the "Roaring Twenties." As we study Franklin Roosevelt's administration in depth and its response to the Great Depression, we also will look at the WPA and other government attempts to reshape American culture. We also will study the response of the press, politicians, and others to the disturbing news of Hitler's repression of the Jews, as well as Eleanor Roosevelt's efforts to help refugees escape Europe. We will explore selected topics in politics, social history, and the culture of the first four decades of the 20th century. (Ms. Dalton)

**HIST-SS578/ ENGL-582B Brazilian Cultural Studies**  
(not offered in 2008-2009)

Four class periods. See also *ENG-594*. One of the largest countries in the world and with a diverse population, geography, and economic base, Brazil is poised to become one of the "giants" of 21st-century global development. This course will look into important moments in the political, economic, literary, and artistic histories of the country in the 19th and 20th centuries, in an effort to understand how Brazil came to be what it is today and what it could become in the future. We will pay specific attention to the nation's formative years after independence from Portugal in 1822, the coffee boom of the early 20th century, the Vargas and Kubitschek regimes, the military dictatorship of the 1960s and '70s, and the new democratic period of recent years. These historical eras will be studied through the lens of the literature, film, art, and music being produced at the time. Of special interest will be the work of Machado de Assis, Gilberto Freyre,

Clarice Lispector, Jorge Amado, and participants in the 1922 Week of Modern Art movement, as well as the protest songs and films depicting life under the military regime. A student in this course is eligible for credit in *either* English or history. A student who wishes to receive English credit should sign up for *ENGL-582B*; a student who wishes to receive history credit should sign up for *HIST-SS578*. (Mr. Perry and Dr. Vidal)

**HIST-SS579 Europe 1914-1945: War and Peace**  
(F)

Four class periods per week. Why did Europe become the battleground for two world wars fought within 25 years of each other? This seminar will examine the political, social, and economic conditions in Europe that set the stage for the bloodletting of the first half of the 20th century. The First World War caused the collapse of empires, the death of millions, and a fissure dividing an idealized old Europe and a disconcertingly modern new one. In the 1920s and 1930s the redrawn map of Europe, socialism, fascism, and Nazism all set the stage for the next great conflagration, while the art and literature of those years expressed key cultural shifts. The Second World War brought horrors that resonate to this day: Auschwitz, the siege of Leningrad, Stalin's purges, the firebombing of Dresden, and the atomic bomb, to name just a few. When the war finally ended it would take a remarkable shift in thinking to reconstruct a war-torn continent. Readings will include historical narrative, literature, and memoirs. Independent reading, research, and writing will be the basis for assessment. There is no final examination. (Ms. Mulligan)

**ADVANCED INDEPENDENT RESEARCH IN HISTORY AND SOCIAL SCIENCE**

The Department of History and Social Science encourages highly qualified and motivated Seniors to research and write on topics of their own choosing, working on a tutorial basis with individual instructors. Such tutorials, which will require permission of both the supervising instructor and the department chair, may be undertaken as department-sponsored independent projects for one term, two terms, or the entire year.



## MATHEMATICS

The mathematics curriculum is built around a core sequence of eight trimester courses: three of elementary algebra, two of geometry, one of intermediate algebra, and two of precalculus topics. The completion of these eight trimesters will satisfy diploma requirements, but two additional trimesters are required before a student may enter calculus. Placement of new students in the appropriate first course is made by the department, which considers the record in previous schools, the results of a self-administered placement test in elementary algebra that is sent to newly admitted students in the spring, and the course program chosen by the entering student.

Typically students entering with no prior study of algebra start with *Mathematics 100*; those with a partial year of algebra enter *Mathematics 150*. Students entering with a full year of algebra typically start with *Mathematics 210*. If the results of placement testing indicate a need for algebra review, then students who have not taken geometry start with *Mathematics 190* and continue to *Mathematics 210* in the winter.

New students who have taken one year of elementary algebra and one year of geometry will satisfy diploma requirements by taking *Mathematics 320*, *330*, and *340*. Those with a strong background in intermediate algebra may enroll directly in *Mathematics 330*. On the basis of our placement test, *Mathematics 250/4* may be required for some students before *Mathematics 330* and *340*.

The department recognizes that it is appropriate for some students to accelerate their study of mathematics and consequently offers bypass exams in *Mathematics 320*, *330*, *360*, and *580*. These exams are usually, although not always, taken after summer study. A student can prepare for a bypass exam by taking a summer school course, by being tutored, or through self-study. Note that no credit for any summer school course is automatically granted. All students must demonstrate proficiency on a departmental exam. Permission of the department must be obtained before attempting to bypass any other course.

Students who plan to take a College Board SAT II Subject Test in mathematics should schedule the exam at the test date as close to the end of the appropriate math course as possible. Students who plan to take the SAT II Math I level IC should do so after finishing *Mathematics 360*; those who plan to take the Level IC exam should do so after finishing *Mathematics 340*.

The majority of students take courses beyond the required level *Mathematics 350* and *Mathematics 360* complete the precalculus sequence. The department offers many electives beyond precalculus, some of which lead up to and beyond Advanced Placement examinations of the College Board in calculus, statistics, and computer science.

Every student enrolled in a mathematics course must have a TI-83 or TI-84 graphing calculator. No other models will be used or supported by the department. Students may purchase TI-84 calculators by check or cash from the Phillips Academy Department of Mathematics. The purchase price for scholarship students is less than for others. No calculator that has CAS (Computer Algebra System) capabilities, including but not limited to the TI-89, TI-92, and TI-Voyager, may be used for departmental exams.

### COURSES LEADING TO SATISFACTION OF THE DIPLOMA REQUIREMENT

#### MATH-100/0 Elementary Algebra (a yearlong commitment)

Five class periods. A yearlong course for students who have had little or no algebra. Stress is placed on an understanding of the elementary structure and language of the real number system, on the manipulative skills of simplifying expressions and solving first- and second-degree equations, and on the study and graphing of polynomial functions. Work is done with word problems, inequalities, irrational numbers, and right triangle trigonometry.

*Prerequisite:* None.

#### MATH-150/4 Elementary Algebra (I2) (a two-term commitment)

Five class periods. A two-term course for those new students whose knowledge and skills are not strong enough to enter the one-term *Algebra Review* or *Geometry*.

*Prerequisite:* A half to a full year of algebra.

#### MATH-190 Algebra Review (F)

Five class periods. A course for students who enter with a full year of algebra and whose knowledge and confidence indicate they need a brief review of algebra.

*Prerequisite:* A full year of algebra

**MATH-210      Geometry**

(F-W-S)

Five class periods. A course for students who have had a strong ninth-grade algebra course but little or no geometry. This course is a thorough and systematic presentation of standard synthetic Euclidean geometry. Emphasis is placed on the need for precision and clarity in the writing of formal proofs.

*Prerequisites:* A complete course in elementary algebra and good algebraic skills.

**MATH-220      Geometry**

(F-W-S)

Five class periods. This course continues the work of *Mathematics 210*, with increased emphasis on the algebraic and numerical aspects of geometry.

*Prerequisite:* *Mathematics 210*.

**MATH-250/4      Algebra Consolidation (T2)**

(a two-term commitment)

Five class periods. A two-term course primarily for new students who have completed a yearlong geometry course but whose algebraic skills are not strong enough to place them in *Mathematics 320* or *330*. The course begins with a comprehensive review of elementary algebra and concludes with topics in intermediate algebra (as listed in the course description of *Mathematics 320*). Students with a (T2) grade of 4 or higher in this course enter *Mathematics 330* in the spring. Students with a (T2) grade of 3 or below in *Mathematics 250* enter *Mathematics 320* in the spring.

**MATH-310/0      Geometry and Precalculus**

(a yearlong commitment)

Five class periods. A yearlong course for extremely able entering students who have completed with distinction an intermediate algebra course but have not completed a yearlong geometry course. The course covers Euclidean geometry (both synthetic and coordinate) and elementary functions. This course completes the diploma requirement and prepares students to enroll in *Mathematics 350*.

*Prerequisite:* Credit for one year of elementary algebra and one year of intermediate algebra.

**MATH-320      Intermediate Algebra**

(F-W-S)

Five class periods. For returning students, this course is taken after *Mathematics 220, Geometry*. Topics include sets; properties of real numbers; factoring; fractional and negative exponents; radicals; absolute value; solutions of linear, quadratic, and radical equations; and word problems. In addition, students are introduced to the more advanced features of the TI-84 Plus graphing calculator.

*Prerequisite:* *Mathematics 220* or its equivalent.

**MATH-330      Precalculus**

(F-W-S)

Five class periods. An exploration of relations and functions with the TI-84 Plus graphing calculator. The uses of graphs and tables to solve equations, systems of equations, and inequalities are introduced. Students have the opportunity to collect data and create functions to describe the behavior.

*Prerequisite:* *Mathematics 320* or its equivalent.

**MATH-340      Precalculus**

(F-W-S)

Five class periods. An exploration of functions in greater detail and with more abstraction. Multiple representations of a function—as a table of values, as a graph, and as an algebraic rule—are a central theme. Elementary functions (polynomial functions and inverse functions, in particular) and their transformations, compositions, and applications are emphasized. Completion of this course satisfies the diploma requirement.

*Prerequisite:* *Mathematics 330* or its equivalent.

Entering Seniors whose prior work has not satisfied the diploma requirement must complete *Mathematics 340* or *Mathematics 400*.

**MATH-400      Elementary Functions II**

(F)

Five class periods. A course primarily for entering Seniors who need to satisfy the diploma requirements in mathematics. The course focuses on functions and their applications, including polynomial, exponential, logarithmic, circular, and trigonometric functions. Strong emphasis is placed on graphing and the use of graphs as an aid in problem solving.

*Prerequisite:* Credit for three years of high school mathematics or permission of the department.

**ELECTIVE COURSES**

Only courses with sufficient enrollment will be given.

**MATH-350      Precalculus**

(F-W-S)

Five class periods. This course focuses on rational, exponential, and logarithmic functions. The TI-84 graphing calculator is used for continued study of non-linear data sets with special attention to sets that grow exponentially and logarithmically. Elementary work with arithmetic and geometric sequences is included.

*Prerequisite:* *Mathematics 340* or its equivalent.



**MATH-360 Precalculus Trigonometry**

(1-W-5)

Five class periods. An exploration of the circular functions sine, cosine, and tangent. Topics include right triangle trigonometry, simple harmonic motion, applications and proofs of trigonometric identities, polar and parametric graphs, and complex numbers. *Mathematics 360* is the final course in the precalculus sequence.

*Prerequisite:* *Mathematics 350* or permission of the department.

**MATH-380/4 Accelerated Precalculus (T2)**

(a two-term commitment)

This two-term course begins with a review of polynomial and rational functions and proceeds to cover logarithmic, exponential, and trigonometric functions, inverse functions, parametric equations, polar coordinates, vectors, complex numbers, and sequences and series. Upon successful completion of *Mathematics 380*, students will be ready to study *Mathematics 580*.

*Prerequisite:* Successful completion of *Mathematics 310* with a grade of 4 or higher or placement by the department.

**MATH-410 Probability**

(W)

Four class periods. Includes sample spaces, counting problems, sampling, conditional probability, random variables, expected value, variance, standard deviation, binomial and normal distributions. The computer is used on applications that are too time-consuming to perform by hand and to simulate experiments for which there are no models.

*Prerequisite:* *Mathematics 350* or its equivalent.

**MATH-470 Introduction to Discrete Mathematics and Programming**

(F-W-5)

Five class periods. This course blends a study of programming (using the Python programming language) with mathematics relevant to computer science. Students learn how to design simple algorithms and write and test short programs in Python. The course covers Python syntax and style, as well as data types, conditional statements, iterations (loops), and recursion. Selected mathematical topics include sets, number systems, Boolean algebra, counting, and probability. Students may choose to have this course recorded on their transcripts as either *Mathematics 470* or *Computers 350*. A grade of 4 or higher in this course qualifies a student for *Computers 500* (AP Computer Science I).

*Prerequisite:* *Mathematics 210* or higher, or permission of the department.

**MATH-480 Analytic Geometry**

(W)

Four class periods. This course is an extension of earlier work on lines and curves in the plane. It includes extended locus problems and further study of the conic sections: parabolas, ellipses, and hyperbolas, and their simple rotations. The course includes an introduction to the algebraic description of three-space: vectors, curves, planes, simple surfaces, and their intersections.

*Prerequisite:* *Mathematics 360* or its equivalent.

**MATH-500/5 Advanced Mathematics (T2)**

(a two-term commitment)

Four class periods. Primarily for Seniors, but open to other students who want to continue the study of functions and get an introduction to calculus. The calculus topics will include limits, problems of optimization, rates of change, areas under curves, and lengths of curves.

*Prerequisite:* *Mathematics 360*, *Mathematics 400*, or an equivalent course in trigonometry and elementary functions.

**MATH-510 Calculus**

(F)

Five class periods. Primarily for Seniors. Topics covered include a review of functions and graphing, limits, continuity, determination of derivatives and integrals from graphs of functions (not from their formal definitions).

*Prerequisite:* *Mathematics 360* or the equivalent, or *Mathematics 500*.

**MATH-520/5 Calculus (T2)**

(a two-term commitment)

Five class periods. This is a continuation of *Mathematics 510*. Topics covered include the definite integral, the Fundamental Theorem of Calculus, further differentiation of functions, techniques and applications of integration. The most successful students will be in a position to do the AB Advanced Placement examination in calculus.

*Prerequisite:* A grade of 3 or higher in *Mathematics 510* or permission of the department.

**MATH-530 AP Statistics I**

(F)

Five class periods. The first term of a yearlong sequence that prepares for the Advanced Placement Examination in Statistics. This term primarily covers the exploratory analysis of data, making use of graphical and numerical techniques to study patterns, and developing plans for data collection of valid information.

*Prerequisite:* *Mathematics 360* or permission of the department.

**MATH-530/5 AP Statistics II (T2)**

(a two-term commitment)

Five class periods. A continuation of *Mathematics 530*, finishing the syllabus for the Advanced Placement examination in May. Topics include probability as the tool for producing models, random variables, independence, normal distribution, simulation, sampling, statistical inference, confidence intervals, and tests of significance.

*Prerequisite:* A grade of 3 or higher in *Mathematics 530*.

**MATH-560 AB Calculus I**

(s)

Five class periods. This is the beginning of the four-term calculus sequence that, together with *Mathematics 570*, covers the syllabus of the AB Advanced Placement examination. This term focuses primarily on differential calculus: limits, continuity, derivatives, and applications of derivatives. Some integral calculus may be covered if time permits. Graphical, numerical, and analytic methods will be used throughout the course.

*Prerequisite:* *Mathematics 360* or its equivalent, with no grade lower than a 3 in *Mathematics 340, 350, and 360*.

**MATH-570 AB Calculus II**

(F)

Five class periods. This course continues the work of *Mathematics 560* in preparation for the AB Advanced Placement examination. Topics include integration and applications of integral calculus.

*Prerequisite:* *Mathematics 560* completed with at least a 3 or *Mathematics 580*.

**MATH-570/5 AB Calculus II (T2)**

(a two-term commitment)

Five class periods. A continuation of *Mathematics 570*, finishing the syllabus for the AB Advanced Placement examination.

*Prerequisite:* *Mathematics 570* completed with at least a 3 or *Mathematics 590*.

**MATH-575/0 Accelerated AB Calculus**

(a yearlong commitment)

Five class periods. A yearlong course in calculus that begins only in the fall. Satisfactory completion of this course prepares students for the College Board AB Advanced Placement examination. This course does not prepare students for *Mathematics 650*. This course may require more than the standard four to five hours of homework per week.

*Prerequisite:* *Mathematics 360* or its equivalent, with no grade lower than a 4 in *Mathematics 340, 350, and 360*. Those students who do not meet this requirement should take either *Mathematics 510* or *560*.

**MATH-580 BC Calculus I**

(s)

Five class periods. This is the beginning of a four-term calculus sequence recommended for students who are well prepared in precalculus. With *Mathematics 590* it covers the syllabus of the BC Calculus Advanced Placement examination. Topics covered include primarily differential calculus: limits, continuity, derivatives, the Chain Rule, related rates, and the Mean Value Theorem. Some integral calculus is also covered. Graphical, numerical, and analytic methods are used throughout the course.

*Prerequisite:* *Mathematics 360* or its equivalent, with no grade lower than a 4 in *Mathematics 340, 350, and 360*. Those students who do not meet this requirement should either take *Mathematics 510* or *560*.

**MATH-590 BC Calculus II**

(F)

Five class periods. This course continues the work of *Mathematics 580* in preparation for the BC Advanced Placement examination. Topics include integration and applications of integral calculus.

*Prerequisite:* *Mathematics 580* completed with a grade of at least a 4 or departmental permission.

**MATH-590/5 BC Calculus II (T2)**

(a two-term commitment)

Five class periods. A continuation of *Mathematics 590*, finishing the syllabus for the BC Advanced Placement examination.

*Prerequisite:* *Mathematics 590* completed with a grade of 3 or better.

**MATH-600/0 Accelerated BC Calculus**

(a yearlong commitment)

Five class periods. A yearlong course in calculus that begins only in the fall. Enrollment is limited to the most able mathematics students. Satisfactory completion of this course prepares students for the College Board BC Advanced Placement examination. This course may require more than the standard four to five hours per week of homework. In order to qualify for this course, returning students must perform satisfactorily on a special precalculus qualifying examination given the previous spring term.

*Prerequisite:* *Mathematics 360* or its equivalent, with no grade lower than a 5 in *Mathematics 340, 350, and 360*, plus departmental permission and demonstrated excellence on entrance tests.



**MATH-630/1****MATH-630/2****MATH-630/3 Honors Mathematics Seminar**

Four class periods. Each term's seminar will be devoted to one topic, which will be developed in depth. The term's topic will be announced the previous term and might be Topics in the History of Mathematics; Numerical Methods and Approximations; Non Linear Dynamical Systems—Instability, Chaos, and Fractals; Complex Analysis; Abstract Algebra—Groups, Rings, and Fields; Mathematical Models in the World Around Us; Topics in Discrete Mathematics, or Number Theory. Participants need to be prepared to work on one topic in great detail and, in some seminars, to work as part of a team on the solution of problems.

*Prerequisite:* Three terms of calculus or departmental permission.

**MATH-650 Linear Algebra**

(F)

Four class periods. For students of demonstrated ability and interest. Topics include vectors, lines, and planes in space, and an introduction to linear algebra, including solving systems of linear equations using row reduction, Gaussian elimination, LU decomposition, matrices, vector spaces, and applications. There will be an emphasis on proofs throughout.

*Prerequisite:* Mathematics 590 or Mathematics 600, and departmental permission.

**MATH-651/5 Linear Algebra (T2)**

(a two-term commitment)

Four class periods. A continuation of *Mathematics 650* with more focus on vector spaces and linear independence. Other topics include eigenvalues including complex eigenvalues, eigenvectors, discrete dynamical systems, the Gram-Schmidt process for finding orthogonal bases, least squares models, linear transformations, symmetric matrices, and change of basis. There will be an emphasis on proofs throughout. Applications will illuminate the theory and will be chosen with the interests of the students in the course.

*Prerequisite:* *Mathematics 650*.

**MATH-661/5 Calculus of Vector Functions (T2)**

(a two-term commitment)

Four class periods. This course covers functions of many variables, partial differentiation, gradients, vectors, vector valued function, multiple integration and its applications, line integrals, Green's Theorem, and Stoke's Theorem.

*Prerequisite:* *Mathematics 650*.

**COMPUTER COURSES**

The mathematics department teaches introductory and advanced computer science courses and supports some more advanced independent study.

**COMP-310 Computer Applications and Web Page Design**

(F-W-S)

Five class periods. This one term course exposes students to using a personal computer with business productivity applications such as Microsoft Excel and PowerPoint, as well as to the design of simple Web pages. The first half of the course covers the design of spreadsheets (data entry, formulas and functions, graphing, databases) and the creation of presentations (templates, inclusion of graphics and data, animation). After an overview of the hardware and software architecture of a PC and the Web, which starts the second half of the class, students learn the HTML language, which allows them to design their own Web pages. This course does not qualify a student for *Computers 500*.

*Prerequisite:* None.

**COMP-350 Introduction to Programming and Computer Science**

(F-W-S)

Five class periods. This one-term course introduces students to the fundamentals of computer programming using Java, Python, or Ruby. The course covers syntax and style of the chosen programming language, as well as data types, conditional statements, iterations (loops), and recursion. Introduction to object-oriented programming is an integral part of this course. Students learn how to write and test short programs, design simple algorithms, and use software development tools. A grade of 4 or higher in this course qualifies a student for *Computers 500 (AP Computer Science I)*.

*Prerequisite:* *Mathematics 210 or higher, or permission of the department.*

**COMP-500 Advanced Placement Computer Science I**

(F)

Five class periods. The first term of a yearlong course in algorithms, object-oriented programming, and data structures, guided by the course description of the College Board's AB-level Advanced Placement exam in computer science. The course covers Java language syntax and style, classes and interfaces, lists and iterators. This course may require more than the standard four to five hours per week of homework.

*Prerequisite:* *A grade of at least 4 in Computers 350 or permission of the department.*

**COMP-500/5 Computer Science (T2)**  
(a two-term commitment)

Five class periods. This course is the continuation of *Computers 500* in Java. The emphasis is on data structures and the design of larger programs. This course completes the preparation for the AB-level Advanced Placement exam in computer science. The students will study abstract data types (stacks, queues, binary trees, priority queues, etc.), recursion, and algorithms (searching, sorting, hashing, etc.). The course may require more than the standard four or five hours per week of homework.

*Prerequisite:* *Computers 500*.

**COMP-630 Advanced Topics in  
(F-W-S) Computer Science**

Four class periods. This class offers students with experience and advanced knowledge of computer science the opportunity to explore specific topics beyond the College Board's AP curriculum. Topics will vary from year to year and may include Graphical User Interface design, introduction to computer graphics, or introduction to database design. This course may require more than the standard four or five hours per week of homework.

*Prerequisite:* A grade of at least 5 in *Computers 500* or permission of the department.

## MUSIC

### DIPLOMA REQUIREMENTS IN MUSIC FOR STUDENTS MATRICULATING IN 2008 AND BEYOND

To fulfill the diploma requirement in the performing and visual arts, entering Juniors must earn no fewer than a total of four credits in art, music, and theatre and dance with at least one credit each in art and music. Entering Lowers must earn no fewer than three credits in art, music, and theatre and dance, with at least one credit each in art and music. Students should have completed one credit in music and one credit in art by the end of the Lower year. All entering students must take a music placement test to determine at what level they should enter into the music curriculum.

Entering Juniors and Lowers without much previous experience in music will enter the curriculum by taking *Music 225*. Students who read music and who have played an instrument for several years, but who have not had much formal classroom study, generally enter the curriculum by taking *Music 235*. Students who read music, who are experienced on an instrument, and who demonstrate proficiency in music theory will enter the curriculum by taking *Music 300*. (Note: Entering Juniors and Lowers planning to take the yearlong AP Music Theory sequence during their Upper or Senior year who have placed into *Music 300* may petition for permission to waive the requirement to complete at least one credit in music by the end of the Lower year). Successful completion of *Music 225* or *Music 235* qualifies students for any 300-level Intermediate Elective (with the exception of *Music 320*) and *Music 485*. Successful completion of *Music 300* qualifies students for any 300-level and most 400-level electives.

Entering Uppers must take a term in either music (300 level or above) or art. Entering Seniors should take one term of music (300 level or above), art, or theatre.

Students may take any course below the 200 level at any time and, if they desire, repeatedly. Please note, however, that ensembles for credit (*Music 150-180*) cannot count toward the diploma requirement in the arts unless taken after *Music 225*. Private Instrument and Voice Lessons for credit (*Music 190*) cannot count towards fulfilling the diploma requirement in the arts. *Music 225*, or exemption on the basis of performance on the music placement test, is a prerequisite for all electives.

### DIPLOMA REQUIREMENTS IN MUSIC FOR STUDENTS MATRICULATED PRIOR TO 2008

Upon matriculation at Andover, all entering students took a required music placement test to determine their level of entry into the curriculum. All four-year students who took *Music 210* or *Music 220* during their Junior year completed their music diploma requirement. Many of the students who did not take *Music 210* or *Music 220* will take *Music 225* in their Lower year or *Music 200* in their



Upper or Senior year followed by either an ensemble for credit (*Music 150-180*) or any 300-level Intermediate Elective (with the exception of *Music 320*), or *Music 185*. Students who bypassed *Music 200* as a result of their performance on the music placement test will satisfy their diploma requirements by taking two electives at the 300 level or beyond. The most advanced students will be strongly encouraged to take *Music 300*, the first term of the AP Theory Sequence.

## APPLIED MUSIC

Courses in this section may be taken any time.

### MUSC-150 Fidelio Society

(F-W-S)

Two class periods. Open to all classes. This small group of mixed voices is selected from the chorus (*Music 170*). It performs on numerous occasions throughout the year both on chorus programs and on its own. Its repertoire includes music of all types, early and modern, sacred and secular. Membership is by audition and is conditional upon continued good standing in the chorus. A student may take *Music 150* and *Music 170* simultaneously, but only one will be for credit. This course, if failed, cannot be made up by examination. (Mr. Walter)

### MUSC-160 Band

(F-W-S)

Two class periods. Open to all qualified students. Tryouts are held any time before the beginning of a term to test the student's ability and to arrange for seating. There are some school-owned instruments available for student use. All types of music for wind ensemble are rehearsed, including marches, as well as classical, popular, and show music. Some sight-reading is done, and at least one public concert per term is given. Students taking this course for credit must be taking either instrumental lessons or a weekly seminar in music theory. This course, if failed, cannot be made up by examination. (Mr. Monaco)

### MUSC-165 Jazz Band

(F-W-S)

Two class periods. Open to all qualified students. Auditions are held at the beginning of the term, as usually only one player per part is accepted. This ensemble is in a typical big band format and performs the repertoire of the groups of Count Basie, Duke Ellington, Thad Jones, and Woody Herman, as well as contemporary Latin jazz and jazz/rock fusion compositions. Membership is conditional on continued good standing in the band. Students taking this course for credit must either be taking instrumental lessons or a weekly seminar in music theory. This course, if failed, cannot be made up by examination. (Mr. Cirelli)

### MUSC-170 Chorus

(F-W-S)

Two class periods. Open to all qualified students. The chorus is the Academy's major singing group composed of mixed voices, and it performs a variety of choral works, both sacred and secular. Those wishing to take the course on a non-credit basis need no previous choral participation, just a desire to work hard and attend all the rehearsals. Students taking the course for credit must be taking either voice lessons or a weekly seminar in music theory. If they have not sung in the chorus before, they may take the course for credit only with the permission of the instructor. This course, if failed, cannot be made up by examination. (Mr. Walter)

### MUSC-180 Chamber Orchestra

(F-W-S)

Two class periods. Open to all classes. Most of the music played is for string orchestra; the best winds in the school are invited to join for larger works. While Chamber Orchestra may be elected as a credit-bearing course, it is also an activity in which all are invited to participate. Students taking this course for credit must either be taking instrumental lessons or a weekly seminar in music theory. This course, if failed, cannot be made up by examination.

### MUSC-190 Private Instrument and Voice Lessons

(F-W-S)

Two class periods per week, plus required attendance at three on-campus concerts per term. Open to Lower, Upper, and Seniors. Juniors may enroll in the course only with the permission of the department chair. One class meeting each week is a 30-, 45-, or 60-minute instrumental or voice lesson. The other weekly class meeting is a theory seminar that reinforces notational and aural skills. Lessons are available on all band and orchestral instruments and, in addition, on the piano (classical and jazz), organ, harpsichord, harp, guitar (classical, folk, rock, and jazz), bagpipes, and voice.

*Music 190* as a credit course—instrumental lessons may be taken for credit or non-credit—is designed for students of all levels of ability who wish to study an instrument seriously. Instrumental study should not be entered into lightly. This work requires great commitment, self-motivation, independence, and discipline. In order that maximal progress is accomplished in minimal time, *Music 190* credit students are expected to practice one hour every day. They must also prepare for a performance of their work at the end of the term. *Music 190* does not count toward fulfilling a credit of the arts requirement.

There is an additional fee for private lessons; information regarding these fees is available through the Department of Music. Keyboard players are assessed a charge of \$30 per term for their use of practice pianos and

organs. The Academy owns many other instruments that may be rented for \$30 per term. Financial assistance for lessons and/or instrument rental is available for students who are on scholarship. A *Music 190* credit student who is classified by the Department of Music as a beginner MUST take *Music 190* for two consecutive trimesters. *Music 190*, if failed, cannot be made up by examination.

**MUSC-191 Private Instrument and Voice Lessons**  
(F-W-S)  
(non-credit)

One class period. Weekly non-credit lessons are available on all band and orchestral instruments and, in addition, on the piano (classical and jazz), organ, harpsichord, harp, guitar (classical, folk, rock, and jazz), bagpipes, and voice.

There is an additional fee for private lessons; information regarding this fee is available through the Department of Music. Keyboard players are assessed a charge of \$30 per term for their use of practice pianos and organs. The Academy owns many other instruments that may be rented for \$30 per term. Financial assistance for lessons and/or instrument rental is available for students who are on scholarship.

## DIPLOMA REQUIREMENT COURSES

The following three courses contribute toward satisfying the diploma requirement in music. Performance on the music placement test determines with which course a student should enter the music curriculum.

**MUSC-200 The Nature of Music**  
(F-W-S)

Five class periods. Open to Uppers and Seniors only. This course offers a basic introduction to music literature, theory, performance, and composition. Music from many cultures and historical periods is examined in an attempt to increase student awareness of the patterns of syntax and vocabulary that comprise all musical language. Students compose several original compositions, and they also receive instruction on musical instruments. No previous experience in music is required.

**MUSC-225 The Nature of Music A**  
(F-W-S)

Five class periods. Open to Juniors and Loweres only. This course offers a basic introduction to music literature, theory, performance, and composition. Music from many cultures and historical periods is examined in an attempt to increase student awareness of the patterns of syntax and vocabulary that comprise all musical language. Students compose several original compositions, and they also receive instruction on musical instruments. No previous experience in music is required.

**MUSC-235 The Nature of Music B**  
(F-W-S)

Five class periods. Open to Juniors and Loweres only. This course is designed for students who have had some experience reading music and playing an instrument. As a more advanced version of *Music 225*, it will include more extensive experiences in composition. Study of some core works of music literature from a variety of cultures will help develop listening skills, and there will be opportunities for live music-making in class.

## INTERMEDIATE ELECTIVES

Each of the following upper-level courses requires a course taken previously at the 200 level or placement determined by performance on the music placement test.

**MUSC-300 Introduction to Theory and Composition**  
(F-W)  
(formerly *Music 270*)

Five class periods. Entering students are expected to have at least a rudimentary familiarity with musical notation. A quick review of notation is followed by the study of scales, intervals, tonality, harmony, melodic organization, voice leading, four-part choral writing, harmonic progression, and style period analysis. Ear training skills are developed through dictation and sight singing, and keyboard skills are introduced. Students acquire some skill and experience working with computer programs for ear training and music processing. During the term, students compose several original compositions, including the final project of a minuet in the classical style. Students taking this course in the fall may combine it with *Music 440* and *Music 450* to form a yearlong AP theory sequence.

**MUSC-310 Jazz History**  
(W-S)

Four class periods. This course begins by examining jazz's mixture of African and European traditions and the subsequent pre-jazz styles of spiritual, blues, and ragtime. It then proceeds with a study of 20th-century jazz styles, beginning with New Orleans and culminating with the multifaceted creations of today's artists. Along the way the course pays tribute to the work of some of jazz's most influential innovators, including Louis Armstrong, Duke Ellington, Count Basie, Billie Holiday, Charlie Parker, and Miles Davis. Original recordings, photographs, and videos are used extensively throughout the term. (Mr. Cirelli)

**MUSC-320 Improvisation**  
(S)  
(formerly *Music 420*)

Four class periods (two singles, one double). The art of improvisation has appeared in the musical styles of many different cultures, though it is best known for its central role in jazz performance. Students will begin by employing and refining their aural skills while improvising in the



styles of early blues and jazz musicians. We will then explore more advanced harmonic concepts and begin improvising in increasingly complex styles, including those of contemporary popular music and modern jazz. Assessments will include quizzes, tests, transcriptions, and performance. (Mr. Cirelli)

*Prerequisite:* Open to intermediate and advanced instrumentalists and vocalists from all musical backgrounds who are familiar with music notation

#### **MUSC-330/1**

#### **MUSC-330/2 Topics in Western Music History** (formerly *Music 250*)

Five class periods.

**Fall Term**—A one-term survey of Western music history focusing on 18th-century Classicism and 19th-century Romanticism. Music is viewed as a mirror of its time. Selected readings and repertoire from these musical time periods are studied through melody, harmony, rhythm, form, and style, as well as literature, religion, mythology, politics, and biographies.

**Winter Term**—A one-term survey of Western music history focusing on music from the Medieval, Renaissance, Baroque, and Contemporary time periods. Included is the study of American music, including jazz and rock genres. Repertoire from these musical time periods is studied through melody, harmony, rhythm, form, and style, as well as literature, religion, mythology, politics, and biographies. (Mr. Lorenço)

#### **MUSC-330A/3 Survey of Music History**

Five class periods. A one term survey of Western music history. The course progresses chronologically from classical antiquity to the music of today, exploring along the way the religious, social, historical, and human issues surrounding music and its composition. Students who took *Music 330/1* and/or *Music 330/2* are not eligible for this course. (Mr. Lorenço)

#### **MUSC-340 West African (w-s) Drumming Ensemble**

Honors/Pass/Fail. Four class periods. This course introduces the role of music in indigenous Africa with an emphasis on Yoruba Orisha Music and its linguistic dimension. It teaches both improvisational and ensemble skills, and cites Santeria, Candomble, Lucumi, Vodum, Shungo, and Bembe as examples of Yoruba-derived cultural and musical practices in the Americas. The school owns 20 African drums; as many as 20 students can be enrolled in the course. If failed, this course cannot be made up by examination. In addition, this course cannot be taken as part of a four-course program. A \$30 fee is charged for the use of the school's African drums. (Mr. Alade)

#### **MUSC-360 Electronic Music** (f-w-s)

Four class periods. This composition course is designed to enable students with modest notational skills to use electronic equipment in order to compose music. Equipment used includes mixing board, analog and four-track tape recorders, digital stereo and eight-track recorders, analog and digitally controlled synthesizers, drum machine, Macintosh computer, and sequencing software (Professional Performer). Projects include compositions in the style of *musique concrète* and other sound collages using synthesizers. Space limitations in the electronic music studio require that the course be limited to nine students per term. Students must reserve three two-hour private work sessions in the studio per week. A lab fee of \$30 is charged for the use of the equipment. This course does not focus on popular music. *Music 360*, if failed, cannot be made up by examination. (Mr. Monaco)

### **ADVANCED ELECTIVES**

Each of the following courses may require more than the standard four to five hours per week of homework.

#### **MUSC-440 Intermediate Theory (w) and Composition**

Five class periods. Continuing from where *Music 300* leaves off, this course examines dominant seventh chords, leading-tone sevenths, and nondominant seventh chords. In an attempt to bring theoretical knowledge into practice, score analysis is emphasized both in and out of class. Regular homework devoted to ear training, sight singing, and dictation begins to prepare students for the AP exam in the spring. During the term, students compose two major original works: a set of variations in the classical style and an original song setting of either a preexisting poem or an original text.

*Prerequisite:* *Music 300* or permission of instructor.

#### **MUSC-450 Advanced Theory (s) and Composition**

Five class periods. Completing the theory sequence, the focus for this term is on preparation for the AP exam in May. This exam, if successfully passed, will ensure that students receive college credit for their year of music theory study. Material covered includes modulation, secondary dominants, serialism, and other 20th century compositional techniques. American popular song, blues, and jazz. Students compose two major works: a 12-tone composition and a *Sesame Street* song in one of the popular styles studied.

*Prerequisite:* *Music 440* or permission of instructor

**MUSC-460      Advanced Electronic Music**  
(s)                      (formerly *Music 370*)

Four class periods. This course continues to develop the skills and techniques introduced in *Music 360*. A \$30 lab fee is charged for the use of the equipment. Music 460, if failed, cannot be made up by examination.

*Prerequisite:* *Music 360*.

**MUSC-485      Out of Tune: Music and the State**  
**HIST-SS485    in the Twentieth Century**  
(s)

Four class periods (two singles, one double.) Open to Uppers and Seniors. See also *HIST-SS 485*. Can governments control culture? What effect can political oppression have on an artist's work? What does it take to be accepted by a totalitarian state as a legitimate composer? Can you determine the real intentions of a composer working under a repressive regime? While some composers enjoyed approval and even served the purposes of the state, the 20th century is rife with examples of composers whose work was compromised, neglected, even forbidden. The rise of the technology of mass media also aided governments in their use of music. Hitler and Stalin, for example, were both masters of propaganda and were acutely aware of the power of music to influence people.

The course includes an exploration of the work of Richard Strauss, Dmitri Shostakovich, and Aaron Copland, amongst other case studies, together with the attitudes of the governments under which they worked. It ends with an examination of the artistic deprivations imposed by the Cultural Revolution in China. Students will also research a case study of their choice. A student in this course is eligible for credit in either history or music. A student who wishes to receive history credit should sign up for *HIST-SS485*; a student who wishes to receive music credit should sign up for *MUSC-485*. (Mr. Walter and Ms. Doheney)

*Prerequisite:* Successful completion of a 200-level music course.

**MUSC-500      Chamber Music**  
(s)                      **Performance Seminar**

Four class periods. This summary course affords students an opportunity to apply their theoretical knowledge to practical music making through the analysis and performance of chamber music. The process of performance and its attending anxieties also will be studied through readings and exercises. Class work consists of sight reading, performing, coaching, and discussing chamber works and performance issues. Homework consists of individual practice, group rehearsal, and readings from books about performance. Students are expected to be advanced instrumentalists and they generally will have taken at least one course beyond *Music 300*. Because different literature is studied each term, this course may be taken more than once.

*Prerequisite:* Permission of the department. If failed, this course cannot be made up by examination.

## NATURAL SCIENCES

To participate fully in society, citizens require knowledge of scientific issues and an understanding of how those issues relate to their lives. People who are broadly educated and who also have special expertise in the sciences are vital to the well-being of our planet and its inhabitants. The science program is focused around four major goals.

In fulfilling the science requirement, Phillips Academy students should demonstrate:

1. *They can do science.* A student should pose testable questions and formulate hypotheses; design and conduct experiments; organize, analyze, and interpret results and information; conceptualize and reason through problems, both qualitatively and quantitatively; and articulate and present clearly and accurately ideas, results, and analysis in an appropriately selected format.

2. *They are scientifically literate.* A student should think clearly and critically about major issues relating to science; gain appreciation of and experience with the natural world; perceive the relevance of science to everyday life, including global environmental issues; and recognize the connections and interdependence among the traditional branches of science and between science and other fields.

3. *They participate comfortably and fully in an inclusive community of learners.* Students and teachers should work effectively with persons of varied backgrounds, interests, and abilities in scientific collaboration, perceive the needs of the individual, team, or community, and work to meet those needs.

4. *They accept responsibility for the process of personal education.* A student should play an active role in discussions, experiments, and decisions; ask questions, question answers, and maintain an independence of thought while engaged in learning; recognize that school is a piece of the continuum of lifelong learning, for science is a rapidly evolving field; and, hence, acquire skills that will allow one to learn beyond the halls of academia.

The diploma requirement in science is two yearlong science courses. A strong program will include some experience in biology, chemistry, and physics. Most four-year students take biology in ninth grade, followed by chemistry in 10th grade; however, individual interests, backgrounds, and abilities may indicate other appropriate sequences.

The division of natural sciences offers a variety of introductory and advanced courses, yearlong and term-contained in biology, chemistry, physics, and interdisciplinary fields. Staffing of yearlong courses is the first priority and students who wish to take a full year of



science can be so guaranteed only by taking a yearlong course. Enrollment in term contained courses is limited and determined by seniority.

## BIOLOGY

Most Juniors will take *Biology 100* as their introductory science course. Uppers and Seniors are placed in *Biology 540* or *560*, *570*, and *580* by the department chair. In general, students who have had a year of biology and honors in chemistry, or have had AP Chemistry and AP Physics, will be in the *560*, *570*, *580* sequence.

Lowes may take biology only by special permission from the department chair.

### **BIOL-100/0 Introduction to Biology** (a yearlong commitment)

*Biology 100* is a five hour course that includes significant time in the laboratory. This course is for Juniors. *Biology 100* is theme-based and focused on major biological topics. Studying a core text will be supplemented with other readings, writing assignments, and data analysis and interpretation. Students will learn a variety of study skills and will have an introduction to library research tools. Laboratory experiments and fieldwork are designed to acquaint students with fundamental biological principles and to build skills in the methods and techniques used to elucidate those principles.

### **BIOL-410 Global Ecological Issues** (F)

*Biology 410* is a five-hour course with time each week spent either in the laboratory or in the field. Open to Uppers and Seniors who have completed a yearlong science course. Not open to students who have taken *Environmental Science 500* or a 500-level biology course.

The *United Nations Millennium Ecosystem Assessment* analyzed the consequences of ecosystem change for conservation and human well-being, and states that humans have changed global ecosystems more rapidly and extensively than at any comparable period of time in human history. *Biology 410* will explore the challenge that our society has of reversing the degradation of ecosystems while meeting demands for their services. Students in this course will undertake laboratory studies involving the quality of air, fresh water, soil, energy consumption and productivity, wastewater treatment, and biodiversity. The major goal of the course is to stimulate and reinforce student environmental interest and responsibility.

### **BIOL-420 Animal Behavior** (F)

*Biology 420* is a five-hour course including time each week either in the laboratory or in the field. Open to Uppers and Seniors who have had one year of laboratory science, the course is designed to familiarize the student with

the basic principles of animal behavior. The topics that receive the greatest emphasis are territoriality, aggression, mating strategies, courtship, parental behavior, migration, dominance, and the evolution of behavior patterns. Throughout the course, an effort is made to relate the behavior of animals to the behavior of humans. A project or a research paper will be required.

### **BIOL-421 Ornithology** (S)

*Biology 421* is a five-hour course including time each week either in the laboratory or in the field. Open to Uppers and Seniors who have completed a yearlong science course.

No other group of chordates has captured the human imagination like birds. In the United States alone, approximately 30 million homes have installed birdfeeders, and the sale of feeders, seed, binoculars, and bird guides has become a multibillion-dollar business. The goal of this course is to provide an in-depth look into the world of birds by studying the behavior, anatomy, physiology, and natural history of these feathered vertebrates. The Andover area is rich in habitat diversity and corresponding bird species. A portion of the course will be dedicated to learning the identity (both visually and acoustically) of a segment of this local population. Labs will include numerous field trips and the study of the natural history of birds, using bird mounts, nesting boxes, feathers, and films.

### **BIOL-440 Human Genetics** (W)

Four class periods. Open to Uppers and Seniors who have had one year of laboratory science. The entire human genome has been sequenced, and cloning of a human being is a distinct possibility. We now have the capability to modify the human genome in any number of ways. Explore the world of human genetics, from the DNA that makes up our chromosomes to the public policy and ethical issues that will impact how we live in the 21st century. Along the way we will examine the impact of genetics on human evolution, infectious and molecular disease, cancer, modern reproductive technology, transgenics, stem cell technology, and human cloning. Not open to students who have taken biology at the 500-level or above.

### **BIOL-450 Microbiology** (W)

Four class periods. Open to Uppers and Seniors who have had one year of laboratory science. From AIDS, tuberculosis, and malaria to strep throat and the common cold, bacteria, parasites, and viruses affect our quality of life and are major obstacles to world development. This course will examine public health threats posed by selected microorganisms. We will study the biology and epidemiology of these microorganisms, learn how to keep ourselves healthy, and develop an awareness of personal and global public health issues.

**BIOL-540/0 Topics in Advanced Biology**  
 (a yearlong commitment)

*Biology 540* is a six-hour course. This college-level course treats the topics covered in an introductory biology course in greater depth and places greater emphasis on biochemistry and molecular biology. Laboratory work is an integral part of the course. Time is also set aside in the fall to learn about Andover ecology, in the winter to study the major diseases of the world, and in the spring to discuss important global issues.

The syllabus for this course is appropriate preparation for the College Board Subject Test and although the course is not specific preparation for the AP exam in biology, students who do well in this course are prepared for that exam. This course is open to Uppers and Seniors. (Students who received a final grade of 5 or 6 in *Chemistry 300* or a grade of 4 or higher in *Chemistry 550* or *580* should take *Biology 560*, *570*, and *580* instead.) This course may require more than the standard four to five hours of homework per week.

*Prerequisite:* One yearlong course in chemistry. *Lowers and students who received a final grade of 3 or below in chemistry need permission of the department chair to enroll.*

**BIOL-560 Cellular Biology**  
 (F)

*Biology 560* is a six-hour course including time each week in the laboratory. Following a brief review of chemical principles, the course examines the major classes of biomolecules and how they are synthesized and degraded in the cell, with emphasis on reactions associated with energy conversion pathways such as respiration and photosynthesis. Enzyme function is considered both in terms of mechanisms of action and with regard to kinetics. The relationship between structure and function at the molecular level is emphasized in studies of molecular genetics and the control of genetic expression. Biotechnology is introduced through the laboratory. Not open to those who have had *Biology 540*. This course may require more than the standard four to five hours of homework per week.

*Prerequisite:* Honors in a yearlong course in chemistry.

**BIOL-570 Human Anatomy and Physiology**  
 (W)

This six-hour course includes an in-depth consideration of some of the major systems of the human body. Emphasis is placed on the relationship between structure and function at the cellular, tissue, organ, and organ system levels. Not open to those who have had *Biology 540*. This course may require more than the standard four to five hours of homework per week.

*Prerequisite:* *Biology 560* or permission of the instructor and the department chair.

**BIOL-580 Evolution and Ecology**  
 (S)

*Biology 580* is a six-hour course with time each week spent in the field or laboratory. Sustainability and change are the central themes through which we will consider evolution and ecology. Evolution is a major unifying theme in biology, and the mechanism of natural selection serves as a foundation for examining ecosystems and relationships between populations, including humans. Lab and field work are based on a study of the sanctuary forest. A short library research paper will be required. Not open to those who have had *Biology 540*. This course may require more than the standard four to five hours of homework per week.

*Prerequisite:* *Biology 560* and/or *570* or permission of the instructor and the department chair.

**BIOL-600 Molecular Biology Laboratory Research**  
 (F-W)

This is a course in laboratory research in molecular biology. Open to Uppers and Seniors. Permission of the instructor is required. Meets eight class periods (four double-periods) a week. Students in this course will learn laboratory techniques for working with DNA and bacteria. Experiments will center on the molecular genetics of microorganisms, including the isolation, cutting, and splicing of DNA by recombinant DNA biotechnologies, and the polymerase chain reaction. After learning a core of methodologies that are used in professional labs, students will apply them to short, focused research projects in biotechnology.

Uppers may use this course as a springboard for a science competition project, which would be accomplished at a professional lab during the following summer. Reading articles in scientific journals, as appropriate, is part of a student's research. Students also will be asked to keep a lab journal and to write and present a scientific paper. This course, if failed, may not be made up by examination.

*Prerequisite:* One year of biology and one year of chemistry with grades of 4 or above.

**BIOL-610 Molecular Biology Independent Research**  
 (W-S)

Students wishing to continue work from *Biology 600* may apply directly to the instructor for permission to enroll in *Biology 610*. Enrollment is strictly limited and is at the discretion of the instructor and the chair of the Department of Biology. Laboratory schedules will be determined on a case-by-case basis; however, a student must be able to be in the lab for a minimum of eight hours per week at times when the instructor is available for supervision. This course is an advanced course that may require more than the standard nine hours of work per week. Requirements for successful completion of the term are similar to those for *Biology 600*. This course, if failed, cannot be made up by examination.



## CHEMISTRY

The chemistry department offers two yearlong introductory courses in chemistry, each of which fulfills part of the diploma requirement for a laboratory science. Placement in *Chemistry 250* and *Chemistry 300* is generally based on concurrent mathematics placement. Students who wish to take the Chemistry AP exam may prepare for it by taking either *Chemistry 550* (a yearlong course) or *Chemistry 580* (an advanced, second year course).

### CHEM-250/0 Introduction to Chemistry

(a yearlong commitment)

Five class periods per week. An introduction to the chemical view of the material world, including atomic theory, atomic structure, chemical reactions, the nature of solids, liquids, gases, and solutions, general equilibria, acid-base theories, electrochemistry, and aspects of nuclear chemistry. Emphasis is placed on developing problem-solving skills as well as on making connections between chemical principles and everyday life. A college-level text is used, but the pace of this course is adjusted to ensure that students have ample opportunity to ask questions. Laboratory work is an integral part of the course. The syllabus is appropriate preparation for the College Board Subject Test. High honors work adequately prepares a student for *Chemistry 580*.

*Co-requisite:* Registration in *Mathematics 210* or above.

### CHEM-300/0 College Chemistry

(a yearlong commitment)

Five class periods per week. This course is an introduction to the theoretical framework of modern chemistry, including atomic structure, chemical bonding, phase changes, solutions, chemical reactions, thermodynamics, kinetics, general equilibria, acid-base equilibria, electrochemistry, and aspects of inorganic and nuclear chemistry. Emphasis is placed on developing problem-solving skills and understanding the experimental basis of theories. A college-level text is used. Laboratory work is an integral part of the course. The syllabus of this course is appropriate preparation for the College Board Subject Test.

*Co-requisite:* Registration in at least *Mathematics 310* or above

*Prerequisite:* Grade of 4 or above in the previous mathematics course

### CHEM-460 Chemistry of the Environment

(w)

Four class periods per week. Open to Uppers and Seniors only. This course is concerned with the effect of chemistry on the earth and the implications of human action on the environment. Current issues—such as global warming, ozone depletion, air and water pollution, chemical waste, and alternative sources of energy—are discussed. Chemical theories and principles are introduced as needed.

*Prerequisite:* One year of biology, chemistry, or physics.

### CHEM-550/0 Advanced Placement Chemistry

(a yearlong commitment)

Six class periods per week, two of which are in the laboratory. This course is not open to students who have taken *Chemistry 300* or its equivalent, or to Juniors, with the exception of those Juniors enrolled in *Math 650*. This is a rigorous course that treats the topics addressed in *College Chemistry* in greater depth and prepares students for the Advanced Placement examination in chemistry. Laboratory work is an integral part of the course. This course may require more than the standard four to five hours per week of homework. The syllabus of this course is appropriate preparation for the College Board Subject Test. A short research paper or advanced laboratory work may be undertaken in lieu of a final exam at the end of the spring term.

*Prerequisite:* Grade of 5 or above in *Chemistry 250*. Students who earn a 4 in *Chemistry 250* may take *Chemistry 550* after taking *Physics 380* or *Physics 550*. Students with no previous chemistry who are in *Mathematics 360* or above may enroll in this course. Students with no previous chemistry who are in *Mathematics 350* or below may enroll in this course only with permission from the department chair

### CHEM-580/0 Advanced Chemistry

(a yearlong commitment)

Six class periods per week. Open to students with a 6 in *Chemistry 250* or a 5 or above in *Chemistry 300*. Students with a 4 in *Chemistry 300* may take *Chemistry 580* after taking *Physics 380* or *Physics 550*. This rigorous second-year course builds on principles learned previously, prepares students for the Advanced Placement examination, and includes topics beyond the AP syllabus. This course may require more than the standard four to five hours per week of homework. Laboratory work is an integral part of the course. Students will have an opportunity to review current literature on selected topics or select a lab research topic in preparation for a class seminar they will present in lieu of a final exam at the end of the spring term.

### CHEM-610 Organic Chemistry

(F)

Four class periods per week. This course introduces many of the basic reactions and concepts students will encounter in their future studies of chemistry, biology, or medicine. Rather than covering a large number of reactions, as might happen in a second-year (full year) college organic chemistry course, this course emphasizes an understanding of general principles of reactivity and mechanism. The classroom work is supplemented by demonstrations and laboratory investigations, through which students learn the fundamental tools of this highly empirical science. In addition, each student gains detailed knowledge of an area of active research related to organic chemistry. After selecting a topic of interest, each student prepares a paper and a class seminar, using current scientific literature. This course may require more than the standard four to five hours per week of homework.

*Prerequisite:* Completion of either *Chemistry 550* or *580*.

## INTERDISCIPLINARY SCIENCE

### SCIE-430 Forensic Science

(s)

Five class periods per week. Open to Uppers and Seniors only. This course will introduce students to the science of forensics. Students will learn to observe a crime scene and analyze different types of evidence found there. Designed as an interdisciplinary course, aspects of biology (DNA), chemistry (toxicology and chemical analysis) and physics (ballistics) will be discussed. The course will have a significant lab component, which will include developing fingerprints, identification of physical evidence and unknown chemicals, and DNA analysis.

*Prerequisite:* One year of chemistry and either one year of biology or a concurrent enrollment in a year-long biology course.

### SCIE-460 Meteorology

(w-s) (formerly *Physics 360*)

Four class periods. Meteorology is the study of the atmospheric environment, or weather. Topics may include the structure of the atmosphere, atmospheric energy transfers, optics and moisture, the formation of dew, fog, clouds and precipitation, pressure, forces and wind, storms, forecasting, and climate change.

*Prerequisite:* Completion of one yearlong chemistry course in addition to either completion of *Physics 320* (or the equivalent) or completion of *Physics 250*.

### SCIE-470 Human Origins

(s)

Five class periods, including weekly field or laboratory work. Open to Uppers and Seniors. Take a look around. Regardless of where you are, the consequence of three million years of human evolution is evident. This interdisciplinary science course uses insights drawn from history, art, archaeology, and other disciplines to chart the human journey from hominid to the first civilizations that forecast the modern world. Hands-on laboratory exercises emphasize use of Peabody Museum of Archaeology collections and challenge students to apply ancient techniques to solve daily problems of survival.

### SCIE-480/ HIST-SS480 Disease and Medicine in the United States: Pox and Pestilence

(F)

Five class periods per week. Open to Uppers and Seniors. See also *HIST-SS480*. In recent years, historians have begun to understand the impact of disease on the human story and have incorporated it into the more traditional narratives. In common with other parts of the world, the history of the United States has been profoundly influenced by infectious disease. In this course we invite you to come along on a multi-disciplinary journey to explore the impact of disease on the American experience in the 19th and 20th centuries. After exploring the pre-contact

situation in the Americas, we will focus on syphilis, smallpox, bacterial sepsis, cholera, yellow fever, malaria, tuberculosis, influenza, polio, HIV/AIDS, and bioterrorism agents such as anthrax. Students will research the role these diseases played in the social, military, and political history of the United States together with the science and medicine that developed in response to them. This is a research seminar and students will use a variety of sources to write a term paper. There is no final examination. A student in this course is eligible for credit in *either* history or science. A student who wishes to receive history credit should sign up for *HIST-SS480*; a student who wishes to receive science credit should sign up for *SCIE-480*.

### SCIE-490/ PSYC-490 The Brain and You—A User's Guide

(w)

Five class periods. Open to Uppers and Seniors. See also *PSYC-490*. The human brain is the most sophisticated biological organ ever evolved on Earth and is the source of all human cognitive functions. Have you ever wondered how yours works? How do you use it to enjoy music, for social relationships, or to experience strong emotions? Have you ever asked yourself whether there are differences between the male and female brains or if the capabilities of the human brain are really unique in the animal kingdom? Join us in this interdisciplinary course as we search for answers to these questions (and more) by examining the evolution and function of the brain and how this applies to understanding the role of the brain in complex human psychology, including the perception, creation, and performance of music, personality, memory, and other higher intellectual activities. A student in this course is eligible for credit in *either* science or psychology. A student who wishes to receive science credit should sign up for *SCIE-490*; a student who wishes to receive psychology credit should sign up for *PSYC-490*.

### SCIE-500/0 Environmental Science (a yearlong commitment)

Five class periods. The course begins with a study of the components of the biosphere and the fundamental principles that underlie the interdependence of the earth's systems, including energy flow and the recycling of matter. Students will consider renewable and nonrenewable resources in the context of population dynamics. Discussions of pollution and environmental quality will lead to the study of global change, both natural and human-induced. As we develop our knowledge, we will critically examine environmental issues in the news. This analysis will lead to discussions on the roles of economic forces, cultural and aesthetic considerations, ethics, and environmental regulations in shaping our biosphere.

This course may require more than the standard four to five hours of homework per week.

*Prerequisite:* One yearlong course in biology and one yearlong course in chemistry. Not open to students who have taken *Biology 410*.



## PHYSICS

### PHYS-200/0 Introduction to Physics (a yearlong commitment) (formerly *Physics 250*)

Five class periods. All students who wish to enroll in *Physics 200* must secure written permission from the department chair. This course is open to Lowers, Uppers, and Seniors who do not yet have the mathematics skills to enroll in *Physics 380*. An introductory course in the basic concepts of physics that emphasizes student participation.  
*Co-requisite:* Registration in at least *Mathematics 210*

### PHYS-320 Classical Mechanics (F)

This is the fall term of *Physics 380*, for students who do not wish to make a yearlong commitment. Students take the same final exam as the *Physics 380* students. A student who finishes *Physics 320* has the option of continuing in the winter and spring terms of *Physics 380*.  
*Co-requisite:* Registration in at least *Mathematics 330*

### PHYS-380/0 College Physics (a yearlong commitment) (formerly *Physics 300*)

Five class periods. Not open to Juniors, except by permission of the department chair. A non-calculus physics course, including a study of classical mechanics, electricity, magnetism, wave motion, light, relativity, and atomic and nuclear physics. Laboratory work is an integral part of the course. The syllabus of this course is appropriate preparation for the College Board Subject Test in physics.  
*Co-requisite:* Registration in at least *Mathematics 310* or *330* (or permission of the department chair if in *Mathematics 320* in the fall term).

### PHYS-440 Cosmology (F W S) (formerly *Physics 340*)

Four class periods. Cosmology is the study of the structure and origin of the universe. Topics may include the birth and death of stars, stellar temperatures, magnitudes and distances, the structure and origin of galaxies, the Big Bang, the search for extraterrestrial life, and the possible fate of the universe. Class time will be replaced by one evening observation session in the observatory. (Check Master Calendar each term.)

*Prerequisite:* Prior completion of or concurrent enrollment in one chemistry or physics course, and registration in at least *Mathematics 340*

### PHYS-450 Physical Geology (S) (formerly *Physics 340*)

Four class periods. A general introduction to physical geology, to include minerals, rocks, measurement of geologic time by radioactivity and fossils, volcanoes, seismology and earth structure, deformation of strata, faults, and plate tectonics. Some of the periods will be used for laboratory work.

*Prerequisite:* Previous completion of one year of physics or chemistry, and registration in at least *Mathematics 340*.

### PHYS-520 Electronics (S) (formerly *Physics 420*)

Five class periods. A course in modern solid state electronics that considers passive circuit elements and their combinations, diodes, transistors, and integrated circuits. There will be considerable laboratory work.

*Prerequisite:* Previous completion of or concurrent enrollment in *Physics 380*, and completion of *Mathematics 360*.

## ADVANCED COURSES

### PHYS-550/0 Calculus-Based Physics (a yearlong commitment)

Five class periods. *Physics 550* prepares students for both Mechanics and Electricity and Magnetism of the C level Advanced Placement examination, and entrance to honors-level programs in physics at the university level. Calculus will be used as required. Open to students who (a) will be enrolled in at least *Mathematics 590* or who have completed *Mathematics 575*, (b) do not qualify for *Physics 580*, and (c) have earned a 4 or higher in their two most recent terms of math. *Physics 380* is also an option for these students. This is a rigorous course that may require more than the standard four to five hours of homework per week.

**PHYS-580/4    Calculus-Based Physics (T2)**  
(a two-term commitment)

Five class periods. This is a rigorous course in mechanics (fall term), and electricity and magnetism (winter term). Calculus will be used as required. This course prepares students for both Mechanics and Electricity and Magnetism of the C level Advanced Placement examination, and entrance to honors-level programs in physics at the university level. **This course may require more than the standard four to five hours of homework per week.**

*Prerequisite:* A grade of 6 for the year in Physics 380 or its equivalent, and enrollment in at least Mathematics 590 or its equivalent.

**PHYS-600    Relativity and Quantum Mechanics**  
(s)

Four class periods. Relativity and quantum mechanics are two theories that completely revolutionized our thinking about the universe. The course is a survey of the basic ideas underlying these theories. Special mathematical techniques needed for a better understanding of the material are developed in the course. **This course may require more than the standard four to five hours of homework per week.**

*Prerequisites:* Concurrent enrollment in Physics 550 or 580, and enrollment in at least Mathematics 590.

**PHYS-630    Fluid Mechanics**  
(f)

Four class periods. Students taking this course will learn about fluid statics and dynamics. Dimensional analysis and derivation of Bernoulli and Navier-Stokes equations will provide the methods necessary for solving problems. **This course may require more than the standard four to five hours of homework per week.**

*Prerequisite:* A grade of 5 or 6 for the year in Physics 550 or Physics 580 and a grade of 5 or 6 for the year in Mathematics 590 or Mathematics 600.

**PHYS-650    Physics Seminar**  
(w)

Four class periods. The focus of this course is intermediate mechanics. Topics will vary according to the interests of the instructor and the students. **This course may require more than the standard four to five hours of homework per week.**

*Prerequisite:* Completion of Mathematics 590 and of the fall trimester of Physics 550 or 580, or permission of the instructor.

## PHILOSOPHY AND RELIGIOUS STUDIES

The department seeks to initiate students into three distinctive human quests: the search for meaning, the search for justice, and the search for the foundations of knowledge. The process of initiation is intended not only to provide an introduction to outstanding literature in the field but also to assist the student in effecting a personal appropriation of the search and in developing the necessary skills for its pursuit. Active class participation is an essential part of this process; hence, failed courses cannot be made up by examination alone.

The department diploma requirement is successful completion of any one-trimester course; this requirement applies only to those who attend Phillips Academy for three or four years. Four-year students fulfill their requirement in the Lower year. Courses are offered at a variety of levels. All courses involve four class periods.

**PHRE-300    Asian Religions: An Introduction**  
(F-W-S)

Four class periods. Not open to Juniors. An introduction to religious studies through examining some of the traditions that originated and flourished in Asia and are practiced by people throughout the world today. Using an approach that is both critical and empathetic, students will explore the fundamental structures of belief, meaning, and practice that constitute the traditions of Hinduism, Buddhism, and Chinese religion, the diversity within each of these traditions, and their multiple manifestations throughout the world. In doing so, students also will explore their own essential questions of meaning in dialogue with these traditions. Texts may include *The Bhagavad-Gita*, *The Dhammapada*, and the *Tao Te Ching*.

**PHRE-310    Religions of the Book: Judaism, Christianity, and Islam**  
(F-S)

Four class periods. Not open to Juniors. This course introduces students to the religious traditions that originated in the Middle East, flourished in and formed the West, and are practiced by people throughout the world today. Using an approach that is both critical and empathetic, students will be introduced to the origins and history of each tradition. They will become acquainted with the fundamental structures of belief and meaning that shaped adherents' lives, the rituals that formed and renewed them, and the social teachings that moved them to action. In doing so, students will learn something about the character of each religious path and about the questions to which we all seek answers.



**PHRE-320 Perspectives on the Hebrew Bible (Old Testament)**

(F)

Four class periods. Not open to Juniors. The Hebrew Bible, or Old Testament, is the one scripture shared by Judaism, Christianity, and Islam. It begins the story of monotheism in the West and introduces persons and principles who figure significantly in all three traditions. Students will consider the text's literary qualities, religious significance, and historical setting. Class discussions and written exercises stress close reading and critical analysis of this core narrative of a people under God.

**PHRE-330 The New Testament Perspective**

(W-S)

Four class periods. Not open to Juniors. The course will consider, in their cultural and historical context, the person and teaching of Jesus of Nazareth, the development of the early Christian community, and the religious claims of that community concerning the Christ.

**PHRE-340 Introduction to Ethics**

(F-W-S)

Four class periods. Not open to Juniors. Students in this discussion course will be introduced to a variety of approaches to ethical reflection. Through the use of classical texts and personal and literary stories, students will develop a common vocabulary with which to understand and critically evaluate their moral experience.

**PHRE-360 Proof and Persuasion**

(F-W-S)

Four class periods. Not open to Juniors. A practical introduction to informal logic and to the philosophical study of language. Some of the questions raised are the following: What is the difference between a good argument and a poor one? What are the common fallacies of thought? What are the limitations of logic? What are the meanings of "meaning" and the truth about "truth?" The course stresses the development of individual skill in argument and includes a critical examination of the patterns of thought one encounters every day in magazines, in newspapers, and on television.

**PHRE-370 Views of Human Nature**

(F-W-S)

Four class periods. Not open to Juniors. A critical examination of selected traditional and contemporary views of human nature with the following questions in mind: Do we have a characteristic nature? What are our basic needs, purposes, rights, obligations, and values? To what extent

are our actions determined by heredity and instinct? Are we free? Are we responsible for our actions? Do the answers to any of these questions differ for males and females? Given an understanding of human nature, how should we structure society to satisfy our needs and take advantage of our potential? Class discussions and written exercises are designed to encourage participants to develop views of their own against a background of a basic understanding of the readings.

**PHRE-410 Religion in America**

(to be offered in 2009-2010)

**PHRE-420 Responses to the Holocaust**

(W)

Four class periods. Open to Uppers and Seniors, and to Lower with permission of the instructor. An exploration of the Holocaust through diaries, memoirs, films, works of fiction, and later nonfiction reflections on the phenomenon. Questions to be engaged will include the following: What was it like for the victims? What was it like for the perpetrators? Who were the bystanders? How could it have happened? What elements from Jewish, Christian, and secular tradition contributed to its possibility? What inspired and motivated resistance, and how were resistance efforts sustained? How have various Jewish, Christian, and secular thinkers responded to the challenge of this event? What have been some of its effects on our own feelings about life and human beings? Texts may include *Night*, *Between Dignity and Despair*, *The Sunflower*, *Tales of the Master Race*, *Ordinary Men*, and *The White Rose*. Films may include *Night and Fog*, *One Survivor Remembers*, *Weapons of the Spirit*, and *America and the Holocaust*.

**PHRE-430 Law and Morality**

(F-W-S)

Four class periods. Open to Uppers and Seniors, and to Lower with permission of the instructor. A critical examination of issues that arise out of the relationship between law and morality. Questions of concern include the following: For what reasons, if any, should an individual obey or disobey the laws of society? Which kinds of governments (monarchy, aristocracy, democracy, etc.), if any, are legitimate? To what degree should society restrict the freedom of individuals through laws on matters like abortion, pornography, race, and sexual relations? Class discussions and written exercises are designed to encourage participants to develop views of their own against a background of basic understanding of the readings.

**PHRE-440 Nonviolence in Theory and Practice**  
(F)

Four class periods. Open to Uppers and Seniors, and to Lower with permission of the instructor. Gandhi and Martin Luther King Jr. are well-known figures who successfully applied nonviolence to conflict situations in the 20th century. Is nonviolence still a viable option for us today? This course includes study of Gandhi, King, and contemporary practitioners who assert that nonviolence is both a viable and a necessary means of combating all forms of violence, including terrorism. Readings will include works by Gandhi, Bondurant, King, Sharp, the Dalai Lama, and other contemporary practitioners.

**PHRE-450 In Search of Meaning: Suffering, Resistance, and Hope**  
(not offered in 2008-2009)

Four class periods. Open to Uppers and Seniors and to Lower with the permission of the instructor. This is a two-credit, interdisciplinary, Senior-level course; students also must sign up for *English 572/1*. The range of human capacity for cruelty and compassion, cowardice and heroism, and blindness and vision has marked the 20th century and continues to unfold before us. From South Africa to Bosnia and from China to the United States, experiences of suffering, resistance, and hope raise important issues of human responses to political and social oppression. What are the origin, nature, and purpose of suffering? What are the sources of individual and collective resistance? Is hope futile in the face of escalating violence? By looking through the multiple lenses of philosophical texts, literature, and film at particular global struggles, students shall explore these and other questions in a seminar format.

**PHRE-460 Bioethics: Medicine**  
(F-W)

Four class periods. Open to Uppers and Seniors, and to Lower with permission of the instructor. Modern medical research and practice present society with new opportunities and huge challenges, and doctors are guided by both ethics and science in the search for new remedies, the treatment of patients, and the struggle for just social and health care policies on a national and global scale.

This course provides a brief introduction to ethics, its application to issues in medicine and medical research, and its role in setting public policy. Topics may include the physician/patient relationship, professional codes, international standards in drug development, stem cell therapies, and the provision of health care to those in need.

**PHRE-470 Bioethics: The Environment**  
(s)

Four class periods. Open to Uppers and Seniors, and to Lower with permission of the instructor. We are facing unprecedented environmental challenges to climate, life forms, human health and population, and essential resources. We tend to treat such issues simply as scientific or political problems. In reality, ecological controversies raise fundamental questions about what we human beings value, the kind of beings we are, the kinds of lives we should lead, and our place in nature. Sustainability is not possible without a deep change of values and commitment. In short, environmental problems raise fundamental questions of ethics and philosophy. This course seeks to provide a systematic introduction to those questions.

Each of the following courses may require more than the standard four to five hours per week of homework.

**PHRE-500 Existentialism**  
(F)

Four class periods. Open to Uppers and Seniors. The term existentialism covers a broad range of attitudes and values joined together by an emphasis on human existence. The authors brought together in its name share a characteristic concern for the problems of meaning, identity, and choice that confront men and women in everyday life. The lectures, discussions, and readings are designed to help us locate and express these problems as they confront each of us in our own lives, and to assist in understanding and resolving them by drawing on the experiences and insights of the major existentialist thinkers. Readings include Nikos Kazantzakis, *Zorba the Greek*; Friedrich Nietzsche, *Thus Spake Zarathustra*; Jean-Paul Sartre, *No Exit* and *Being and Nothingness*; and Søren Kierkegaard, *The Sickness unto Death*.

**PHRE-510 Justice and Globalization**  
(s)

Four class periods. Open to Uppers and Seniors. What is justice? What is the meaning and worth of calls to fight injustice and to strive to make the world more just? What does the search to understand and promote justice entail in our increasingly interconnected world? What principles, practices, and institutions hold the most promise for securing a desirable future? Through reading, writing, research, presentations, and discussion, participants will work together to develop a deeper understanding of a variety of ways these questions can be addressed thoughtfully and effectively.



**PHRE-520 Great Philosophers**

(W)

Four class periods. Open to Uppers and Seniors. Participants in this upper level course in philosophy will explore a single idea and the questions that arise in its elucidation and application. Topics will change from year to year and may include love, leadership, knowledge, and athletic competition. Important thinkers from a variety of points of view will be consulted. The topic for 2008–2009 will be the nature, worth, and future of knowledge and athletic competition.

**PHRE-530 Islamic Cultural Studies**

(not offered in 2008–2009)

Four class periods. Open to Uppers and Seniors. *Islamic Cultural Studies* is an introduction to Islam, with an emphasis on its diverse political, cultural, religious, and social expressions. Consideration will be given to origins and formative developments, but the focus of the course will be on contemporary manifestations in a variety of geopolitical regions. Topics for investigation will be based on student interest and may include gender, modern political conflicts and expressions, art, literature, music, architecture, philosophy, and religious practices. Students will engage in a final research project and presentation that will be constructed in consultation with the instructor.

**PHRE-535 Philosophy as a Way of Life: Buddhism and Stoicism**

(W–S)

Four class periods. Open to uppers and seniors. In the ancient world, philosophy was taught not as an academic discipline but as a matter of daily—and even moment-to-moment—attention and investigation. This seminar will examine two such philosophies, one from the Eastern world and one from the Western one. We will study Buddhism and Stoicism with special focus on a set of questions: What is the connection between philosophy and a good life? What is the relationship between reason and the emotions in a good life? What methods of self-cultivation are available to students of philosophy? Special attention will be paid to methods of personal transformation and meditation in these two philosophical schools. By studying these traditions comparatively, this course hopes to shed light on fundamental questions about what it means to be a human being.

**PHYSICAL EDUCATION**

All three- and four-year students are required to complete *Physical Education 100* by the end of the lower year.

**PHED-100 Physical Education**

(F–W–S)

Honors/Pass/Fail. Limit of 15 students per section. Meets five hours per week. The course is designed to promote lifetime wellness and to raise students' awareness of the concepts and choices involved. Through the use of the pool, ropes course, fitness center, and other areas of the athletic complex, the course aims to foster individual development along with group success. Weekly discussions are based on readings from the class text and from written assignments. If the course is failed, the student will repeat it, in full or in part, during a subsequent term.

**PSYCHOLOGY**

The psychology department offers three elective courses that examine fundamental concepts in the field. Particular emphasis is placed on helping the student explore the interface between psychological knowledge and personal growth. This is accomplished by utilizing teaching strategies that integrate formal academic work with frequent opportunities for student participation and self-exploration.

**PSYC-420 Introductory Psychology**

(F–W–S)

Four class periods, for Uppers and Seniors. A survey course designed to introduce the student to the complexity and diversity of psychological inquiry. Emphasis is placed on the application of basic psychological principles to individual experience in order to expand awareness of both self and others. In addition, the broader implications of psychological findings for an integrated understanding of human development and behavior are considered. Topics to be covered may include psychoanalytic, behavioral, and humanistic theories of the person; psychosocial, cognitive, moral, and early childhood development; human motivation and personality; social behavior; abnormal behavior, and research techniques in psychology. A combination of objective examinations, individualized writing assignments, and an end-of-term research project is utilized to evaluate the student's learning.

**PSYC-430 Developmental Psychology**

(s)

Four class periods, for Uppers and Seniors. An examination of human growth and development from infancy through adolescence. The role of early experiences and biological factors in later formation of personality and intellectual and motivational behaviors will be considered. Different theoretical perspectives (psychodynamic, social learning, and biological) of psychological development will be examined as they relate to developmental milestones. Among the theorists to be studied are Piaget, Erikson, Freud, Gilligan, and Bandura. The format of the course includes readings, films, quizzes, written assignments, and both group and individual projects. (Dr. Aloviseti)

**PSYC-490/ SCIE-490 The Brain and You—  
A User's Guide**

(w)

Five class periods per week. Open to Uppers and Seniors. The human brain is the most sophisticated biological organ ever evolved on Earth and is the source of all human cognitive functions. Have you ever wondered how yours works? How do you use it to enjoy music, for social relationships or experience strong emotions? Have you ever asked yourself whether there are differences between the male and female brains or if the capabilities of the human brain are really unique in the animal kingdom? Join us in this interdisciplinary course as we search for answers to these questions (and more) by examining the evolution and function of the brain and how this applies to understanding the role of the brain in complex human psychology, including the perception, creation and performance of music, personality, memory and other higher intellectual activities. A student in this course is eligible for credit in *either* science or psychology. A student who wishes to receive science credit should sign up for *SCIE-490*; a student who wishes to receive psychology credit should sign up for *PSYC-490*.

**THEATRE AND DANCE**

By vote of the faculty, students matriculating in the fall of 2008 or later are subject to the following graduation requirements in the visual and performing arts:

- Entering Juniors must earn no fewer than four credits in art, music, and theatre and dance, combined, with at least one credit each in art and music. Students should have completed one credit in art and one credit in music by the end of the Lower year.
- Entering Lowers must earn no fewer than three credits in art, music, and theatre and dance, with at least one credit each in art and music.
- Entering Uppers need pass only one trimester of either art or music at the Academy.

Students who matriculated prior to 2008 are subject to the following graduation requirements in the visual and performing arts:

- Entering Juniors must earn two credits in art and two in music, and take one term of theatre. Students may fulfill the theatre requirement either by taking the half-course *Theatre 200 (Perception and Performance)* before spring term of the Senior year or by completing any of the department's full-course offerings, with the exception of *Theatre 380* or *Theatre 381*.
- Entering Lowers must earn a total of three credits in art and music, with at least one in each area.
- Entering Uppers need pass only one trimester of either art or music at the Academy.



**THDA-200 Perception & Performance**

(F-W-S) (one-half course)

Two single class periods and one double period, with one hour of outside class preparation each week. Only four-year students who matriculated prior to 2008 may fulfill their theatre requirement with this course. This experiential class will involve students in an exploration of how human beings perceive universal conditions and respond through performance. The course will explore the collaborative process and give students an opportunity to experience and understand a dramatic event. Ritual, character, and story will serve as focal points for sections of our discovery while we introduce different theatrical styles and each of the various elements of complete technical theatre. Throughout the course students will be made aware of how the theatre comments on the historic conflicts of an age or reflects the human condition. Focusing on theatre as a performing rather than a literary art, all concepts in the course will be developed through experiential exercises, culminating in a short performance.

**THDA-210 Introduction to Acting**

(F-W-S)

Four class periods. Open to all classes, this course is designed for students with little or no acting experience. By doing exercises in movement and voice production, reading, improvisation, and scenes, a student who is curious about the theatre may determine whether he or she has ability or interest in acting while learning something of the process of characterization, the major responsibility of the actor. The emphasis is on the variety of acting experiences rather than on a polished final product.

**THDA-270 Lighting**

(W-S)

Four class periods. The course will introduce the student to the art of lighting design while also providing an opportunity to observe light in nature, art, stage, screen, and created environments. The course will allow the individual to gain applied practical understanding regarding the color theory of light, the psychology of color and light, and controllable qualities of light. The design process will be utilized as a method of dramatic interpretation. Artistic expression will be achieved through practical use of lighting instruments, laboratory projects, experiments, and school productions when applicable. (Mr. Murray)

**THDA-280 Costuming**

(F)

Four class periods. An introductory exploration into the areas of costume design and costume construction, this course will highlight primary design elements utilized in costume design for the stage and screen, i.e., line, color, tone, texture, movement, mood composition, balance, and focus. The course will examine historical period silhouette and the art and craft of the stage costume. Practical experience will be given in areas including construction, flat patterning, draping, and fabric manipulation. (Mr. Murray)

**THDA-290 Scene Design**

(W)

Four class periods. This course will introduce the student to the elements that inform the scenic designer's choices (the theme and mood of a script, lines of action, focus, constraints, whimsy) and discuss methods of formulating cohesive, functional, and effective design for a show. The student will be introduced to many materials and techniques available to a designer for realizing his or her ideas as a physical product. Special attention will be spent on the process of the design concept: collaboration, formulation, presentation, discussion, evaluation, and reworking. Students will be graded on both design projects and classroom participation. This is a seminar class that relies upon the open and frank exchange of ideas to stimulate creativity. (Mr. Bacon)

**THDA-330 Theatre Theory and History**

(not offered in 2008-2009)

Four class periods. Open to Seniors and Uppers. Lower may enroll with permission of the instructor. We will trace the role of theatre in Western culture from the Greeks to the present American stage, focusing on how important artists broke through theatrical plateaus, creating new forms to communicate with their audiences. The vehicles for our lecture, discussion-based journey might include plays and writings by Aeschylus, Shakespeare, Moliere, Strindberg, and Miller; designs from the Romans, the Elizabethans, Reinhardt, Craig, Appia, and Mielziner; and theorists such as Aristotle, Stanislavsky, Brecht, Beck, and the Bread and Puppet Theatre. A major term project will wrap up the course with students' thoughts on how to push beyond present plateaus to reestablish the vitality of theatre for our culture today.

**THDA-360 Introduction to Directing**

(F)

Four class periods. Since directing plays is the most complex of theatrical tasks, this course will focus on methods to unlock the life of a script in the realization of production. Studies will include historic styles and productions, emphasizing their staging. Students will learn the dynamics of floor plans and their effect on blocking, the potentials for lighting and its effect on mood, the importance of rhythm and spectacle, and strategies to harness them. While no class on directing can function without including discussion of the actor's craft, this class will only touch on this area, which will be further developed in *Theatre 510*. (Mr. Efinger)

*Prerequisite:* *Theatre 210, 270, 280, or 290, or permission of the instructor.*

**THDA-380 Technical Production**

(W-S)

Five class periods. This is a practicum course in which students work on the technical elements for faculty-directed dance and theatre productions being produced by the department in that term. Skills learned will depend on the requirements of the particular show. Some lab hours to be arranged outside of class time. Note that *Theatre-Dance 380* does not fulfill the Theatre and Dance requirement.

**THDA-381 Scenic Construction**

(F)

Five class periods. Students learn and practice fundamental theatrical scenic construction techniques. Specific topics covered are shop, stage, and power tool safety; how to read and build from technical drawings; platform and flat construction; doors and windows; safe legging and support techniques; rigging systems; and scene painting. In-class instruction is supplemented by readings from *The Stagecraft Handbook*, by Daniel Ionazzi. Note that *Theatre-Dance 381* does not fulfill the Theatre and Dance requirement. (Mr. Bacon)

**THDA-400 The Creative Self**

(S)

Students will create a multimedia performance piece using improvisation techniques. Students will learn a variety of different techniques integrating movement, text, sound, visual components, and personal stories. The class will study the development of performance art through this century starting with the Dada movement, the Bauhaus theater, the beginnings of modern dance, the post-modern movement, happenings, and Butoh, ending with the contemporary performance art scene. No prerequisite required. The class will be geared toward Uppers and Seniors; Lower students may enroll with permission of the instructor. (Ms. Wombwell)

**THDA-420 Public Speaking**

(F-W-S)

Four class periods. The course has a dual objective: to learn how to speak easily in front of others, and to learn how to construct a speech and perform the speech in English. Students give prepared speeches on a variety of topics.

**THDA-510 Advanced Acting and Directing Workshop**

(W)

Four class periods. Enrollment by permission of the instructor. This course, for both the actor and the director, investigates tools to create a character on stage. We will learn to analyze a character and to unlock the toolbox of an actor. Students will take turns between acting and directing scenes after thorough analysis of the material. Course projects will include showing one's work as both actor and director to an actual audience. The total time requirement for this course (class time plus homework) may exceed the standard nine hours per week.

**THDA-520/1****THDA-520/2****THDA-520/3 Performance**

By audition only. This course is composed of the performance of a faculty-directed play or musical or a faculty-choreographed ballet or dance concert. Recent choices include *Urinetown—A Musical*, *A Midsummer Night's Dream*, *Jungalbook*, and *Violet*. For 2008–2009, planned works are *The Nutcracker* in the fall and Shakespeare's *Measure For Measure* in the spring, with the winter production TBA. Students cast in major roles for *The Nutcracker* must enroll in *Theatre 520* for the fall; dancers have the option to perform in smaller roles without taking the course for credit. *Theatre 520* may be taken as a sixth course only if the student has no grade below a 4 in the previous trimester. The total time required for this course (class time plus homework) may exceed the standard nine hours per week.

**ENGL-593 Play Writing**

See description under *English 593*. Note that *Play Writing* is an English department offering and does not fulfill the Theatre and Dance requirement. (Mr. Heelan)



## WORLD LANGUAGES

Andover's requirement of at least three high school years of an ancient or modern language rests on the firm belief that direct acquaintance, through language, with the culture and people of other lands is a psychological and intellectual resource of inestimable value for each individual, for every country, and for our common world.

The diploma requirement is normally satisfied by successful completion, in one language, of three trimesters at the 300 level reached through the regular or intensive sequences (100, 200, 300, or 100, 150, 250, 300), or of one trimester of 400 level reached through the accelerated sequence (120, 220, 4XX).

In order to encourage students to consider studying a language that may not have been available to them prior to coming to Andover, the World Language Division also will allow students, by petition, to fulfill the requirement by successfully completing a total of three levels in two different languages. This must be done by successfully completing the first or second level of a language offered by relatively few schools (Chinese, German, Greek, Japanese, or Russian), with the balance done in another language (typically French, Latin, or Spanish).

In addition to the eight languages that can be taken to satisfy the diploma requirement, we also offer a one-term course in Arabic. This course, which may be taken in sequence with courses in other departments having to do with the Middle East and Islam, is intended primarily for Seniors who, for example, might be considering taking Arabic in college and want to make an informed decision before enrolling at that level.

Placement of new students in all languages is based on their previous school record, on the placement test, on the questionnaire sent to them and their current language teachers in the spring, and, when appropriate, on a personal interview with the language chair at Andover. Details regarding various options and the diploma requirement as it is applicable to incoming Uppers and Seniors who begin a new language at Andover are available from the Registrar's Office. Further information may be found in the pamphlet titled *World Languages at Andover*.

Each of our languages, ancient and modern, with the exception of Arabic, may be started appropriately by students of any grade, Juniors through Seniors. Most Andover students continue their language study beyond the third year. Some study a second language in addition

Small classes, flexible placement, and opportunities for acceleration assure that each student is in the optimal learning situation. In the case of modern languages, the world language is the language of the classroom. In conversation, in reading, and in writing, the goal is direct communication in the world language rather than communication through translation. The classroom experience is expanded by the Language Learning Center, media resources (e.g., periodicals, radio broadcasts, videotapes, movies, computers), the staging of plays, club activities, language events, service learning programs, and programs at Andover or nearby schools. At all levels of instruction, attention is focused both on basic language skills and, increasingly, on the literature, history, and various art forms that reveal the people whose languages are being studied. Students are advised to take the College Board SAT II Subject Test in a world language as late as possible in their course of study, and in no case earlier than the second trimester of the third level.

For information on School Year Abroad, students should consult the SYA program coordinator.

## ARABIC

### ARAB-130 A Short Course in Beginning Arabic

Five class periods. This one-term course is intended as a means for students to acquire some familiarity with the Arabic language. Students will be presented with authentic written and spoken language, and will acquire basic functional skills. Students will acquire some useful knowledge of the language, but an important purpose of the course is to help students decide if they wish to pursue Arabic further in college. Students interested in this course are encouraged also to consider *History-Social Science 533/1* and *History-Social Science 533/2*, and *Philosophy-Religious Studies 530*. Note that a yearlong sequence of *History-Social Science 533/1* (fall), *Philosophy-Religious Studies 530* (winter), and *Arabic 130* (spring) will provide students a useful overview of history, religion, and language in an important region of the world. Open to Uppers and Seniors only.

## CHINESE

Standard Chinese (a.k.a. Mandarin) boasts the largest number of native speakers of any language in the world and is learned in school by all Chinese people regardless of local dialect. In addition to its burgeoning economy, China is also known for its rich history and culture, and the knowledge of Chinese can open doors to a wide variety of opportunities. Because Chinese words are tonal (varied in pitch) and uninflected (unmodified due to person, tense, number, gender, etc.), and because the script consists of characters rather than an alphabet, the study of Chinese offers a very unique learning experience.

All Chinese courses develop listening, speaking, reading, and writing skills (using the simplified script). Intermediate and advanced levels introduce and develop the reading and writing of Chinese using computers. Opportunities are available for students to participate in the five-week study/travel program in China and an academic year program, both run by School Year Abroad (SYA) in Beijing, China.

### **CHIN-100/0**    **Beginning Chinese** (a yearlong commitment)

Five class periods. This course provides an introduction to spoken and written Chinese, with an emphasis on pronunciation, the *pinyin* Romanization system, and the building blocks (radicals) of Chinese characters.

### **CHIN-120/5**    **Accelerated Beginning Chinese (T2)** (a two-term commitment)

Five class periods. Distinguished students will be recommended by the department for this accelerated course at the conclusion of the first trimester of *Chinese 100*. Upon successful completion of this course, students move on to *Chinese 220/0*.

### **CHIN-130**    **Introduction to Chinese Language and Culture** (not offered in 2008-2009)

Five class periods. This is a term-contained introductory course. Students are expected to learn practical dialogue in Chinese, as well as become familiar with Chinese culture, including cooking, festivals, and social customs.

### **CHIN-200/0**    **Second Level Chinese** (a yearlong commitment)

Five class periods. This course continues to emphasize proficiency in everyday situations. Students enlarge their inventory of words and phrases while also developing a deeper understanding of the essential features of Chinese grammar.

*Prerequisite: Successful completion of Chinese 100.*

### **CHIN-220/0**    **Accelerated Second Level Chinese** (a yearlong commitment)

Five class periods. Upon successful completion of this course, students move directly to *Chinese 400* by permission of the department.

*Prerequisite: Successful completion of Chinese 120 or permission of the department.*

### **CHIN-300/0**    **Third Level Chinese** (a yearlong commitment)

Four class periods. This course provides more emphasis on reading and writing. Students are introduced to longer texts, covering such topics as family life, social issues, and aspects of Chinese culture.

*Prerequisite: Successful completion of Chinese 200.*

### **CHIN-400/0**    **Fourth Level Chinese** (a yearlong commitment)

Four class periods. Increased use of authentic materials is employed as more sophisticated aspects of language and culture are explored. In particular, students are exposed to the more formal written style of Chinese, which is prevalent in newspapers, on street signs, etc.

*Prerequisite: Successful completion of Chinese 300 or Chinese 220.*

### **CHIN-420/0**    **Advanced Placement Chinese** (a yearlong commitment)

Five class periods. This intensive course is designed in accordance with the College Board guidelines to prepare students for the AP exam in Chinese. Students refine their communicative abilities in the interpersonal, interpretive, and presentational modes while deepening their understanding of Chinese history and contemporary society.

*Prerequisite: Successful completion of Chinese 400 or permission of the department.*

### **CHIN-500/1** **CHIN-500/2** **CHIN-500/3**    **Fifth Level Chinese**

Four class periods. This advanced course explores a wide range of modern issues in China within a historical, political, and cultural framework. In addition to assigned readings and class discussions, students also are expected to conduct independent research (using a variety of media), present oral reports, and submit papers on a regular basis.

*Prerequisite: Successful completion of Chinese 400 or Chinese 420 or permission of the department.*



## COURSES FOR ADVANCED HERITAGE LEARNERS

The following courses, offered on a rotating basis, are intended for students with near-native fluency in Chinese and extensive familiarity with Chinese culture. Course structure and content are designed to emulate the challenge of an actual high school-level course taught in China. A student may enter the Advanced Heritage level only with permission of the department; once accepted, however, successful completion of a course at this level would qualify him/her for the next course in the sequence.

### CHIN-640/1

#### CHIN-640/2 Modern Chinese Literature for CHIN-640/3 Advanced Heritage Learners

Four class periods. This course is intended for students with near-native fluency in Chinese and extensive familiarity with Chinese culture. A variety of literary genres and works are studied, and the course structure and content are designed to emulate the challenge of an actual high school-level course taught in China.

*Prerequisite:* Successful completion of Chinese 641 or Chinese 642 or permission of the department

#### CHIN-641 Topics in 20th Century China for Advanced Heritage Learners

(not offered in 2008–2009)

Four class periods. This course is intended for students with near-native fluency in Chinese and extensive familiarity with Chinese culture. A variety of recent cultural and historical topics are studied, and the course structure and content are designed to emulate the challenge of an actual high school-level course taught in China.

*Prerequisite:* Successful completion of Chinese 640 or Chinese 642 or permission of the department

#### CHIN-642 Chinese Current Events for Advanced Heritage Learners

(not offered in 2008–2009)

Four class periods. This course is intended for students with near-native fluency in Chinese and extensive familiarity with Chinese culture. A variety of contemporary topics are studied, and the course structure and content are designed to emulate the challenge of an actual high school-level course taught in China.

*Prerequisite:* Successful completion of Chinese 640 or Chinese 641 or permission of the department

## FRENCH

The Department of French offers courses at six different levels, from beginning through Advanced Placement and beyond to courses for fluent speakers. At all levels French is the language of the classroom and in all courses it is taught in cultural contexts. The first two years emphasize basic language structures, the third serves as a transition to advanced courses that offer in-depth study of the literature and civilization of France and other French-speaking areas, especially those in Africa and North America. Each year, the Academy enrolls French-speaking students from abroad who provide important firsthand contact with Francophone cultures. To enhance a student's language experience, the opportunity to study in Rennes is offered through the School Year Abroad program. Information is available through the SYA program director. There are also various summer programs offered by other institutions. Information on any of these off-campus opportunities can be obtained from the Office of World Languages.

### FREN-100/1 First Level French

Five class periods. This course is designed for those students who have had little or no previous world language experience. The course emphasizes listening comprehension and the use of basic conversational patterns of French speech. Elementary grammatical and idiomatic structures are introduced, as well as appropriate reading material. Assignments are regularly required in the Language Learning Center. (Text: *Motifs*, Jansma/Kassen)

### FREN-110/1 First Level French

Five class periods. This course is designed for those students who have had previous experience in French, but who are not sufficiently prepared for the second-level course. The course emphasizes listening comprehension and the use of basic conversational patterns of French speech. Elementary grammatical and idiomatic structures are introduced, as well as appropriate reading material. Assignments are regularly required in the Language Learning Center. (Text: *Motifs*, Jansma/Kassen)

### FREN-110/5 First Level French (T2) (a two-term commitment)

Five class periods. This course is a continuation of the First Level French course for students from both *French 100* and *French 110* in preparation for *French 200* the following year.

### FREN-120/5 Accelerated First Level French (T2) (a two-term commitment)

Five class periods. Students will be recommended by the teacher for this accelerated course at the conclusion of the first trimester of *French 100* or *French 110*. Successful completion of *French 120* allows students to advance to *French 220*. The *French 100/110-120-220* sequence covers three years of French in two years.

### **FREN-200/0 Second Level French** (a yearlong commitment)

Five class periods. For students who have completed *French 110*, or for new students who qualify through a placement test. While continuing to develop aural-oral skills, this course involves reading nontechnical French prose and writing simple compositions.

### **FREN-220/0 Accelerated Second Level French** (a yearlong commitment)

Five class periods. Upon successful completion of this course, students continue their study in fourth-year courses. Because of the rapid pace, each student's progress will be evaluated closely in November to determine whether it is in his or her best interest to move to *French 200*. The course content consists of a complete grammar review and acquisition of contemporary vocabulary, along with films and varied texts. (Possible texts: *Le Petit Nicolas*, Sempé and Goscinny; *Le Comte de Monte Cristo*, Dumas; *Une Fois Pour Toutes*, Sturges, Nielsen, Herbst; *Cinema for French Conversation*, Rice)

### **FREN-300/0 Third Level French** (a yearlong commitment)

Four class periods. This yearlong course develops listening, speaking, reading, and writing skills through a review of grammar and the study of French films, such as *Au Revoir Les Enfants*, *Les Choristes*, and *Amélie*. Articles from magazines and newspapers, online resources, and occasional literary texts complement this core program. In the fall and spring terms, as a final project, students make a presentation on a topic of their choice. Preparation for this exercise requires considerable writing, while the presentation itself emphasizes speaking. (Text: *Une Fois Pour Toutes*, Sturges, Nielsen, Herbst; *Cinema for French Conversation*, Rice)

## **ADVANCED COURSES**

### **FREN-400/1 French Civilization** (F)

Four class periods. Intended for students who understand, read, and write French well and who already speak at a competent level, but who desire to develop further conversational skills and acquire the vocabulary and idiomatic expression necessary to be able to discuss major cultural and social issues. The course is based on current articles taken directly from the French and Francophone press. The students also read a novel and write a weekly essay. Diction, elocution, and intonation also are stressed through debates and role-playing. (Text: *Civilisation progressive du Française*, CLE; *Grammaire progressive du Française*, niveau avancé, CLE; *M. Ibrahim*, Schmitt)

### **FREN-400/2 The Francophone World** (W)

Four class periods. Students continue the study of French through a focus on the French-speaking areas outside of France. The course studies the civilizations of North, West and Sub-Saharan Africa and of the Antilles, and includes a study of the geographical, social, and historical aspects of these regions of the world. (Text: *Grammaire progressive du Française*, niveau avancé, CLE; *Civilisation progressive de la Francophonie*, CLE)

### **FREN-400/3 The Francophone Presence** (S) **in the U.S.A.**

Four class periods. A study of the immigration patterns and the cultures of Haitians and Francophone Asians in the United States, with special attention to the Francophone communities in Lawrence and Lowell, Mass. This service-learning course will consist of two classes on campus and one double-period class per week working with the Francophone communities in our neighboring cities. In addition to writing daily in a journal, students will be expected to present a final project documenting a case study or a particular topic of the course.

*Prerequisite: Enrollment in French 400 for the winter term.*

### **FREN-420/0 Crossing Cultures** (a yearlong commitment)

This course, conducted entirely in French, includes conversation practice, vocabulary acquisition, grammar exercises, and essay writing in the context of cross-cultural themes in literature and movies.

**Fall Term**—The class studies the complex relationship between France and Algeria in Albert Camus's novel *L'Etranger* and Gillo Pontecorvo's movie *La Bataille d'Alger*.

**Winter Term**—The polarizing figure of Napoleon Bonaparte and his contrasting reputations at home and abroad provide the historical background for Balzac's novel *Le Colonel Chabert* and the Yves Angelo's movie of the same title.

**Spring Term**—*Persepolis* pursues with humor the gender themes associated with coming of age in Iran and France. Texts include excerpts from Simone de Beauvoir's *Le Deuxieme sexe*, and Marjane Satrapi's *Persepolis*, an autobiographical French graphic novel set in Iran and France, and the 2007 movie *Persepolis*, directed by Marjane Satrapi and Victor Paronnaud.



**FREN-450/1 History of France: 1610-1815**

(F)

Four class periods. This course will explore the creation of unified France from the beginning of the reign of Louis XIII through the end of the First Empire. Emphasis will be on the final consolidation of power under Louis XIV, the succeeding years, the tumultuous years of the French Revolution, and the First Empire under Napoleon I. Emphasis will be placed not only on historical events, but on their influence on the French art, music, and architecture of the time.

**FREN-460/2 History of France: 1815-1945**

(W)

Four class periods. This course will focus on the history and culture of France from the defeat of Napoleon I until the end of World War I, with emphasis on the prolonged struggle to institute democracy, the development as an industrialized nation with pressures for social reform, and France's grandeur as a colonial power and as a center for the arts. Particular attention will be paid to the study of French impressionism and the other dominant schools of art, literature, and music.

**FREN-470/3 Contemporary French Civilization**

(S)

Four class periods. This course deals with aspects of contemporary French civilization such as the family, the school system, politics, gender roles, art, and popular culture. The emphasis is on learning about culture comparatively through the discussion of articles, films, and comic strips. The course includes research on the Web and e-mail with French students.

**FREN-500/1****FREN-500/2****FREN-500/3 Advanced Placement Language**

Five class periods. Designed to meet the requirements of the Advanced Placement examination in French Language, this course is open to students who have completed three terms of fourth-level French and to qualified new students. Emphasis is placed on vocabulary, grammar, conversation, composition, and reading, not only in literature, but also in current newspapers and periodicals. The choice of texts is generally determined by the class and the instructor.

**FREN-520/0 Advanced Placement Literature**

(a yearlong commitment)

Five class periods. Open with departmental permission to students who have completed three terms of fourth-level French and to others who are properly qualified. Primarily a seminar in which students share their interpretations of works studied in class discussions and oral exposés, the course also includes lectures and instruction in *explication de texte*. Preparation for the Advanced Placement Examination in French Literature includes the close reading of texts such as *Fable*, *La Fontaine*; *L'Ecole de*

*Femmes*, Molière, *Candide*, Voltaire, *Pierre et Jean*, de Maupassant, *La Guerre de Troie n'aura pas lieu*, Giraudoux, *L'Enfant Noir*, Camara Lave, and the poetry of Labé, Ronsard, Baudelaire, Apollinaire, and Hébert. This course may require more than the standard four to five hours per week of homework.

**FREN-600/1****FREN-600/2****FREN-600/3 Modern Literature**

Two two-hour class periods. A seminar course open to students who have completed 500 level French or the equivalent. The course studies modern novels, plays, poetry, and films. The student may write and/or perform a play. The books studied may include *La Peste*, Camus; *Un Amour de Swann*, Proust; *La Vie devant soi*, Ajar; *La P... respectueuse*, Sartre; *Coq de Bruyère*, Tournier, and *La Civilisation, ma Mère*, Chraïbi. Films recently studied include *Diabolo Menthe*, Kurys; *Rouge*, Kieslowski; and *Manon des Sources*, Pagnol.

**GERMAN**

German is spoken in four countries with diverse cultural, political, and economic traditions: Austria, the Federal Republic of Germany, Liechtenstein, and Switzerland. It is also the mother tongue of significant minorities in neighboring countries. Among Europeans, in fact, the approximately 98 million native speakers of German greatly outnumber those of English, French, Italian (58-60 million each), or Spanish (36 million). In business, diplomacy, and tourism, German stands second only to English in Western Europe, and in Eastern Europe it holds first place. It is the language of many of modern history's most notable writers, scientists, musicians, and philosophers, among them Nietzsche, Beethoven, Bach, Einstein, Freud, Goethe, and Mozart. As English is a Germanic language, the study of German is quite accessible for English speakers. No prior world language experience is necessary to begin the study of German. Many students find the study of German enhances their comprehension of English grammar and gives them a unique insight into the English language.

The department offers a five-year course of study in reading, writing, and speaking German. Digital lab materials, most of which are available to students over the Web, and contemporary films supplement language immersion in the classroom. Students who complete *German 300* with an honors grade are prepared to take the College Board Subject test, while completion of *German 420* or all three terms of *German 400* with an honors grade prepares students for the Advanced Placement exam. Students at the second, third, and fourth levels also have the opportunity to participate in the National German Exam as well as the American Association of Teachers of German three-week summer study-home stay program in Germany.

**GERM-100/0 Beginning German**

(a yearlong commitment)

Five-hour course. A yearlong elementary course in speaking, reading, writing, listening comprehension, and culture. No previous experience in German or any other world language is needed to enroll in this course. *German 100* offers significant daily structure and support in order to facilitate successful language learning. Current text: *Deutsch Aktuell 1*, 5th edition, by Kraft, supplemented by digital lab exercises, contemporary films, songs and adapted short stories.

**GERM-150/5 Accelerated First Year (T2)**

(a two-term commitment)

Five class periods. Open to students who have completed the fall term of *German 100* with distinction and who have been recommended by their instructor. Superior work in this course enables students to enter *German 250* the following fall, followed by *German 300* in the winter and spring terms, thereby completing three years of the study of German in two years. An accelerated course in grammar, speaking, listening comprehension, reading, and culture, this course may require more than the standard four to five hours of homework per week. Current texts: *Deutsch Aktuell 1* and 2, by Kraft, supplemented by video, digital lab exercises, contemporary films, poems, songs, and adapted short stories.

**GERM-200/0 Second Year German**

(a yearlong commitment)

Open to students who have successfully completed *German 100* or its equivalent. The study of basic grammar, conversation, and reading skills is continued along with the introduction of theme writing. Current texts: *Deutsch Aktuell 2*, Kraft; *Emil und die Detektive*, Kästner; supplemented by digital lab exercises, contemporary films, songs, and adapted short stories

**GERM-250/1 Accelerated Second Year**

Five class periods. Open to students with strong learning skills who have completed *German 150* or its equivalent with distinction. This accelerated course covers the spring term *German 200* syllabus with the addition of intensive grammar review and writing. This course may require more than the standard four to five hours of homework per week. Successful completion of this course qualifies students to enter *German 300* in the winter term. Current text: *Emil und die Detektive*, by Eric Kästner, supplemented by movies and digital lab exercises.

**GERM-300/0 Third Year German**

(a yearlong commitment)

Four-hour course. Open to students who have successfully completed *German 200* or *German 250* or its equivalent. This course develops the language skills in speaking, listening comprehension, reading, and writing through the introduction of German texts in the original. Greater emphasis on classroom discussion as well as short essay

writing is introduced. Students are introduced to a wide variety of authors and genres, including *Biedermann und die Brandstifter*, Frisch; *Das fliegende Klassenzimmer*, Kästner; and a selection of short stories and poems. A short theatrical presentation in German complements other classroom work. Digital lab exercises, contemporary films, and songs supplement the reading. Students who complete *German 300* with an honors grade are prepared to take the College Board Subject test. Additional practice tests are recommended.

**GERM-400/1****GERM-400/2****GERM-400/3 Advanced German**

Five-hour course. Open to students who have successfully completed *German 300* or its equivalent. This course is identical to the yearlong course *German 420* (*Advanced Placement German*). Students who are unsure of their commitment to taking a full-year of fourth-level German should enroll in this course as it is term-contained and can be taken for one, two, or all three terms. Students who complete all three terms of *German 400* with an honors grade are well prepared to take the AP exam in May.

**GERM-420/0 Advanced Placement German**

(a yearlong commitment)

Five-hour course. Open to students who have successfully completed *German 300* or its equivalent. Students are exposed to a variety of German works in the original, including poems, plays, short stories, novels, and accounts of current events. Authors currently read: Brecht, Funke, Dürrenmatt, Kafka, Rilke, and Zweig. Vocabulary expansion, increased oral fluency through classroom discussion, and written accuracy through short essays are central to this course. Selective review of advanced grammar topics is incorporated as needed. Students who complete this course with an honors grade are well prepared to take the AP exam in May.

Fall Term—Dürrenmatt's play *Der Besuch der alten Dame*, concluding with a short theatrical performance.

Winter Term—Novel and AP preparation

Spring Term—Short stories, continued AP preparation, and optional participation in the Mount Holyoke German Theatre Festival.

**GERM-500/1****GERM-500/2****GERM-500/3 Fifth Year German**

Four class periods. Open to students who have successfully completed three terms of fourth-level German or its equivalent, this course varies with the needs of the class. It is usually a seminar in the analytical reading and discussion of German classics. Frequent writing of greater length is expected. A term paper or student-designed independent project replaces the final exam. Authors currently read: Brecht, Goethe, Kafka, Dürrenmatt, Richter, Lenz, and Zweig.



## GREEK

Through the study of Greek, the Department of Classics offers students a direct entry into Greek literature. The Greek alphabet is easily mastered in the first few class meetings, and students quickly discover that the poetic and expressive qualities of Greek language and literature stimulate the imagination and illuminate the early political and intellectual development of the Mediterranean basin. The regular sequence in Greek is *Greek 100*, *200*, *300*, and *400*, though students wishing to accelerate may want to consider *Greek 195* followed by *Greek 300*, with the permission of the department.

### **GREK-100/0    Greek, First Level** (a yearlong commitment)

Five class periods. The course introduces the student directly to the classical Greek of Periclean Athens through a series of readings that present not only the vocabulary, forms, and syntax of the language, but also the thoughts, feelings, and actions that characterize Greek culture. Though preliminary selections are necessarily simplified, within the first year students are reading excerpts in their original form from various Greek authors.

### **GREK-130    Introduction to Greek**

(F)

Four class periods. This course is for students whose curiosity for the Greek language and literature has been aroused by their studies in other areas. For students who plan some day to study Russian or German, this course provides an excellent introduction into the intricacies of a highly inflected language. The student is also treated to an inside preview of a literature that, over the centuries, has provided inspiration and models for the literature of the Western World. It is a term-contained course, but students wishing to continue with Greek will have the opportunity to do so.

### **GREK-195/0    Greek, First and Second Level, Intensive** (a yearlong commitment)

Five class periods. The course is open to Seniors, Uppers, and others, with the permission of the department. It covers in one year the essential material of *Greek 100* and *Greek 200*, and basic forms and structure, along with ample selected readings from various Greek authors.

### **GREK-200/0    Greek, Second Level** (a yearlong commitment)

Five class periods. This course continues the format of *Greek 100*, with further systematic development of reading skills and control of vocabulary, forms, and syntax through the medium of more advanced selections from the Greek masterpieces, always with the purpose of understanding the spirit of the people who produced them.

### **GREK-300/0    Greek, Third Level: Iliad and Odyssey** (a yearlong commitment)

Four class periods. Students will study selected works of Homer, Herodotus, and Plato.

### **GREK-400/1    Greek, Fourth Level: GREK-400/2    Philosophy and History, GREK-400/3    Tragedy, Lyric**

Four class periods. Ancient concepts of justice and morality are examined through the works of Plato and Thucydides. Human tragedy is explored in a play of Sophocles or Euripides. One term is devoted to the study of emotion and self-expression in the Greek lyric poets.

## JAPANESE

### **JAPA-100/0    Japanese, First Level** (a yearlong commitment)

Five class periods. Open to all students. Seniors may take the course, but in situations of high enrollment, priority will be given to younger students to fulfill language requirement. Students will learn to express themselves in a variety of conversational situations and to read and write *hiragana*, *katakana*, and about 15 *kanji*, or Chinese characters. Classroom instruction will be based on *Adventures in Japanese, Book 1*, and its corresponding workbook. Students will learn not only the basic grammatical structures but also important elements of Japanese culture.

### **JAPA-130    Introduction to Japanese** (S)

Four class periods. This course is designed for students who are thinking of traveling to Japan and/or studying Japanese as a second language at Andover or in college. In addition to developing survival-level speaking skills, students will learn to read and write using *katakana*, *hiragana*, and 50 to 75 *kanji*, or Chinese characters. Students also will sing and perform short skits, and will follow at least one popular animated film in Japanese. Selections from the textbook *Japanese for Busy People*, karaoke songs, audio and video tapes, visits by Japanese-speaking guests, and materials developed by the instructor will support classroom instruction. In the last weeks of the course, students will research a social, cultural, or historical topic in which they are personally interested and then present it to their classmates.

### **JAPA-200/0    Japanese, Second Level** (a yearlong commitment)

Five class periods. Open to students who have successfully completed first-level Japanese or its equivalent. A continuation of *Japanese 100*, the instruction will be based on *Adventures in Japanese, Book 2*, and its workbook. In this course there is an increased emphasis on grammar and an additional 150 *kanji*.

**JAPA-300/0 Japanese, Third Level**  
(a yearlong commitment)

Four class periods. Open to students who have successfully completed second-level Japanese or its equivalent. Instruction is given based on *Adventures in Japanese, Book 3*, and its workbook. Emphasis is placed on more conversational practice using the previously learned grammar and more advanced new grammar. Additional emphasis is placed on a significant increase in kanji characters. Students are expected to learn an additional 150 *kanji* by the end of the course.

**JAPA-400/0 Japanese, Fourth Level**  
(a yearlong commitment)

Four class periods. Open to students who have successfully completed third-level Japanese or its equivalent. Using the advanced textbook of *Adventures in Japanese, Book 4*, and its workbook, students will learn to express themselves more creatively and to communicate with status-appropriate word usage. Students will learn an additional 150 *kanji* by the end of the course. Emphasis is placed on more advanced Japanese culture and understanding Japanese history and values. Projects include interviews, research, and the final papers.

**JAPA-500/1**

**JAPA-500/2**

**JAPA-500/3 Japanese 500**

Four class periods. This course focuses on the development of additional *kanji*, and on vocabulary expansion through the study of Japanese newspapers, short stories, and a feature-length film. Emphasis is placed on students' listening comprehension and speaking proficiency.

*Prerequisite:* A successful completion of Japanese 400 and/or the approval of the instructor.

**JAPA-520/0 AP Japanese Language and Culture**  
(a yearlong commitment)

This course is modeled on the AP syllabus, and is designed to be comparable to college/university Japanese courses where students complete approximately 300 hours of college-level classroom instruction. Like the corresponding college courses, the AP course supports students as they develop the productive, receptive, and cultural skills necessary to communicate with native speakers of Japanese. Students' proficiency levels at the end of the course are expected to reach the intermediate-low to intermediate-mid range, as described in the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

## LATIN

The Department of Classics offers students a direct entry into the traditional Latin literary curriculum while at the same time providing students with an opportunity to develop a more sophisticated historical and international perspective. Whenever possible, traditional language study is supplemented with readings in English that address both ancient and modern cultural concerns.

**LATN-100/0 Latin, First Level**  
(a yearlong commitment)

Five class periods. The purpose of the course is to teach students the basic features of the Latin language and of Roman culture in relation to other cultures, e.g., family life and societal relationships, slavery, travel, sports, life in the big city, entertainment, and education. Students learn the traditional forms and syntax. All six tenses, indicative and passive, are covered, as well as all five declensions of nouns, three declensions of adjectives, and the standard pronouns. There is extensive practice in recognizing endings of nouns, adjectives, pronouns, and verbs, as well as case uses and normal Latin sentence structures, with the goal of mastering basic techniques of accurate translation and comprehension of Latin sentences and stories. Students complete the textbook *Jenny's First Year Latin*, then study *Jenny's Second Year Latin* up through the ablative absolute.

**LATN-130 Introduction to Latin**  
(F-S)

Five class periods. Comparable to the first term of *Latin 195*, but with less depth of coverage, this one-term course is for students seeking an introduction to the Latin language or those whose studies in other languages (including English) have aroused their curiosity about the workings of languages (grammar, syntax, and vocabulary). It offers special profit and fascination to students of French, Spanish, and Italian, since it gives a wider perspective on much of what they already know. For students who plan some day to study Russian or German, it serves as an introduction to the workings of highly inflected languages. It is a term-contained course, but students wishing to continue with Latin will have the opportunity to do so.

**LATN-195/0 Latin, First and Second Level, Intensive**  
(a yearlong commitment)

Five prepared class periods. This course covers in one year the essential elements of *Latin 100* and *Latin 200*.



**LATN-200/0 Latin, Second Level**

(a yearlong commitment)

Five prepared class periods. During the fall, the linguistic and cultural approach of *Latin 100* is continued as the class reviews and completes the basic grammar (including participles, subjunctives, and indirect statements) and reads about other aspects of Roman life. In the winter and spring, students read selections from Caesar, Livy, Ovid, and Apuleius' tale of *Cupid and Psyche*.

**LATN-300/0 Latin, Third Level: Livy, Catullus, Cicero, Vergil**

(a yearlong commitment)

Four prepared classes, all single periods. Students begin the fall with a thorough review of the Latin language in conjunction with correlated reading passages. In the latter half of the fall, students read selections from Livy or Cicero. In the winter, students read the lyric love poetry of Catullus and selections from Cicero's speech, *Pro Caelio*, defending one of Catullus' former friends against charges brought by the woman to whom Catullus wrote his most famous poems. In the spring, students read selections from Book II of Vergil's *Aeneid*, the story of the Trojan Horse and the destruction of Troy, a heroic backdrop for very human struggles of duty and loyalty among women and men, parents and children, leaders and followers, humans and their gods.

**ADVANCED COURSES**

*Latin 520V* and *Latin 520L* (Livy, Horace, and Catullus) are open to students who have completed *Latin 300* and have met other criteria set by the Department of Classics. Although students normally read Vergil (*Latin 520V*) the year after taking *Latin 300* and Latin lyric (Horace and Catullus, *Latin 520L*) the year after reading Vergil, students completing *Latin 300* may sign up for *Latin 520L* on a space-available basis, preference being given first to all completing *Latin 520V*, then to Uppers completing *Latin 300* with honor grades, then to others at the discretion of the Department of Classics. Students may not switch between *Latin 520V* and *520L* during the year.

**LATN-520V/0 Vergil**

(a yearlong commitment)

Five prepared class periods. Students read the entire *Aeneid* in English and substantial selections of Books I, IV, and VI in Latin, examining Vergil's literary form and technique, as well as the philosophical and political dimensions of his age. Book II, which students will have read in the spring of *Latin 300*, is reviewed quickly. Book I frames Rome's 1,000-year ascendancy in the rivalries of divine wills. Book IV tells the story of the tragic conflict between Aeneas' love for Queen Dido and his obligation to imperial Roman destiny. Book VI features Aeneas' descent into the underworld to gain prophetic visions of Rome's future greatness. Brief selections from Books VII–XII, the "Roman Iliad," round out the readings for the year.

*Prerequisite:* A grade of 5 or higher in *Latin 300* or permission of the department.

**LATN-520L/1****LATN-520L/2****LATN-520L/3 Horace, Catullus**

Four prepared class periods. In the fall, students come face to face with the brilliance, passion, and candor of Catullus' lyric genius. In the winter term, they study the lyric poetry of Horace, experiencing firsthand his *curiosa felicitas*, admired and celebrated by other poets for 2,000 years. In the spring, students learn to compare and contrast these two monumental literary figures.

*Prerequisite:* A grade of 5 or higher in *Latin 300* or permission of the department.

## RUSSIAN

With the demise of the Soviet Union and resulting rapid expansion in East-West activity, the ability to communicate in Russian and knowledge of Russian culture have lost none of their importance. At the beginning of the 21st century, there are more contacts now with Russia and countries of the former Soviet Union than ever before. Not only are American business, science, and technology clamoring for Russian speakers to work in and with the new Russia, but Russian remains the *lingua franca* in all the former Soviet republics, making it extremely important now for national security reasons as well.

No prior world language experience is necessary to begin the study of Russian. Before studying Russian, many consider it strange and difficult, but its alphabet and vocabulary have the same sources as English, and it follows many of the same principles of grammar. Continuous oral, visual, and instructional use quickly make Russian familiar and enjoyable.

The Russian department offers a five-year course of study. This well-established program ensures confident progress in speaking, aural comprehension, reading, and writing. Elementary courses use a unique digital textbook to strengthen grammar skills and improve vocabulary learning. At the upper levels, students use Russian word processors for their compositions and the Web for research and course work. Video is used throughout to improve understanding of culture as well as language. Students who have had success in another world language or who have some prior experience with Russian are encouraged to consider taking *Russian 150* after the fall term introduction. It is the policy of the World Language Division to use the target language exclusively in the classroom.

### **RUSS-100/0 Introduction to Contemporary Russian** (a yearlong commitment)

Five class periods. A yearlong elementary course in speaking, listening, reading, and writing. Texts: all-digital textbook developed by the department for exclusive use at Phillips Academy; reference materials.

### **RUSS-130 A Short Course in Beginning Russian** (s)

Four class periods. A term-contained introduction to speaking, reading, and writing Russian, using conversational text materials, this course enables students to feel comfortable with the somewhat different features of a Slavic language. It also gives a sound foundation for continuing courses in Russian language, history, and literature, whether at Andover or in college.

### **RUSS-150/5 Accelerated First Year (T2)** (a two-term commitment)

Five class periods. Open to students who have completed the fall term of *Russian 100* with distinction and who have been recommended by their instructor. Superior work in this course enables students to enter *Russian 250* in the fall, followed by *Russian 300* in the winter and spring terms, thereby completing three years of Russian language in two years. An accelerated course in grammar, speaking, listening comprehension, reading, and culture, this course may require more than the standard four to five hours of homework per week. Texts: the same as those of *Russian 100* and *Russian 200*.

### **RUSS-200/0 Intermediate Contemporary Russian** (a yearlong commitment)

Five class periods. Completion of the elementary course with continued emphasis on active use. Texts: all-digital textbook developed by the department for exclusive use at Phillips Academy; reference materials.

*Prerequisite:* Successful completion of *Russian 100*.

### **RUSS-250/1 Accelerated Second Year**

Five class periods. Open to students with strong learning skills who have completed *Russian 150* or its equivalent with distinction. This accelerated course completes the work of *Russian 200* with the addition of intensive grammar review and writing. Successful completion of this course qualifies students to enter *Russian 300* in the winter term. This course may require more than the standard four to five hours of homework per week. Texts: the same as those of *Russian 200* and fall term of *Russian 300*.

### **RUSS-300/0 Third Level Russian** (a yearlong commitment)

Four class periods. Students will improve conversation and composition skills through work with selected 19th- and 20th-century short stories and with video materials. A review of problematic areas of grammar is integrated into the course. Work with video and audio materials in the Language Learning Center constitutes an important component of the course.

*Prerequisite:* Successful completion of *Russian 200* or *Russian 250*.



RUSS-400/1

RUSS-400/2

RUSS-400/3 **Fourth Level Russian**

Four class periods. Further work in conversation and composition. Over the course of the year, there is a transition from texts that are lightly adapted to texts in the original. The focus of materials in the winter and spring terms is the 20th century. The winter term is devoted to a single text; fall and spring terms examine shorter texts and video materials. Work with video and audio materials in the Language Learning Center constitutes an important component of the course.

*Prerequisite:* Successful completion of Russian 300

RUSS-420/0 **Advanced Fourth Level Russian**

(a yearlong commitment)

Five class periods. The core materials of the course are identical to those used in *Fourth Level Russian*. In addition, however, one of the five weekly meetings will be devoted to preparation for the newly announced Advanced Placement Russian test. The additional material will be selected to reflect the structure of the AP exam. This course may require more than the standard four to five hours of homework per week.

*Prerequisite:* Successful completion of Russian 300 or permission of the department chair

RUSS-500/1

RUSS-500/2

RUSS-500/3 **Fifth Level Russian**

Four class periods. A central goal of this course is to provide students with an overview of the major themes and developments in the last two centuries of Russian literature and history. Students will be expected to integrate this knowledge into the base they have acquired in their previous Russian study. At the same time, students will work to improve their ability to diagnose their own language learning strengths and weaknesses, and, where relevant, to plan their approach to the continued study of Russian at the college level. Current events are a major component of the spring term.

*Prerequisite:* Successful completion of Russian 400/3 or Russian 420

## SPANISH

The Department of Spanish offers a six-year course of study. Students who demonstrate unusual ability and interest during the first year are invited to join an accelerated sequence. The language of the classroom is Spanish, and extensive use is made of the Language Learning Center. Students learn to understand, speak, read, and write the language, and also are given a comprehensive introduction to the literature and culture of Spain and Latin America. To enhance a student's language experience, the opportunity to study in Zaragoza is offered through the School Year Abroad program. Information is available through the SYA program director. Upon completion of any fourth-level course sequence or combination, a student will be prepared to take the AP language exam.

SPAN-100/1 **First Level Spanish**

Five class periods. This course is designed for those students who have had no previous world language experience. The course emphasizes listening comprehension and the use of basic conversational patterns of Spanish speech. Elementary grammatical and idiomatic structures are introduced, as well as appropriate reading material. Students make extensive use of video materials both in and out of class. Assignments are regularly required in the Language Learning Center. All classwork is conducted in Spanish. (Text: *Descubre*)

SPAN-110/1 **First Level Spanish**

Five class periods. This course is designed for those students who have had previous experience in Spanish but who are not sufficiently prepared for the second-level course. The course emphasizes listening comprehension and the use of basic conversational patterns of Spanish speech. Elementary grammatical and idiomatic structures are introduced, as well as appropriate reading material. Students make extensive use of video materials both in and out of class. Assignments are regularly required in the Language Learning Center. All classwork is conducted in Spanish. (Text: *Descubre*)

SPAN-110/5 **First Level Spanish (T2)**

(a two-term commitment)

Five class periods. This course is a continuation of the first-level Spanish course for those students not enrolled in Spanish 120 (*Accelerated First Level Spanish*). (Text: *Descubre*)

**SPAN-120/5 Accelerated First Level Spanish (T2)**

(a two-term commitment)

Five class periods. Especially competent students will be recommended for this accelerated course at the conclusion of *Spanish 100/1* or *Spanish 110/1*. Superior work in *Spanish 120* enables recommended students to enter *Spanish 220*. *Descubre* serves as the primary text (see above) and is supplemented with reading selections and proficiency-oriented exercises.

**SPAN-200/0 Second Level Spanish**

(a yearlong commitment)

Five class periods. Using the *Descubre 2* text, this course completes the introduction of grammar begun in the first year. Topics covered are imperfect, imperfect/preterite contrast, subjunctive, perfect tenses, future, and conditional. Extensive thematic vocabulary is integrated into each lesson. There are integrated video and audio programs by which the grammar and vocabulary are reinforced. Significant emphasis is placed on oral practice. Writing and reading skills are further developed. Various Latin American countries are studied.

**SPAN-220/0 Accelerated Second Level Spanish**

(a yearlong commitment)

Five class periods. This is an accelerated second-year course that develops communicative competence, and provides intensive reading and writing practice. At least eight Latin American and Spanish short stories are read in the first trimester, followed by the theatrical play *La Muerte y la doncella* in the second trimester, and *Relato de un naufrago* in the third trimester. Advanced concepts of grammar and idiomatic expressions are studied and put into practice in three-page essays. In order to work on pronunciation and speaking proficiency, PowerPoint and oral presentations are required, as is acting out specific scenes from the theatrical play. Students normally must maintain an honors grade to remain in the course. There are at least three tests per trimester, not including final exams. This course enables students, upon departmental recommendation, to enroll in a 400/420-level course. Open to students who have completed *Spanish 120* with distinction and other qualified students with departmental permission.

**SPAN-300/0 Third Level Spanish**

(a yearlong commitment)

Three class periods. During the fall term, students read short stories, testimonies, and poems of diverse Hispanic traditions that explore notions of family, individual and collective identities, and personal and social relationships. These texts also serve as structural and thematic models to various written exercises (a short autobiographical essay, a fictional personal letter, and a significant anecdote) and other class activities.

The primary objective of the winter term is to expose students to a challenging and sophisticated literary text, *Crónica de una Muerte Anunciada* (Chronicle of a Death Foretold), by G. García Márquez, while enforcing their structural skills and communicative competence through a series of grammar, vocabulary, and comprehension exercises based on the novel.

In the spring, students read *Las Bicicletas Son Para el Verano* (Bicycles Are for Summer) and a play about the Spanish Civil War by a contemporary Spanish playwright, and then perform selected scenes from this work.

**ADVANCED COURSES****SPAN-400/1****SPAN-400/2 Current Events and Multimedia****SPAN-400/3 Approaches to the Hispanic World**

Four class periods.

Fall Term (*Hispanic America*)—Students will refine speaking, writing, and listening skills in Spanish and the ability to express current issues through a cultural context. This course will use canonical Latin American literary texts, film, and journalism in order to provide a basis to discuss current and historical issues of four Latin American countries: Argentina, Chile, Colombia, and Mexico. Furthermore, the course will *begin* a comprehensive review of basic to advanced grammar structures for students thinking about taking the various national Spanish exams. Class requirements include three essays with subsequent corrections, three tests (not including the final exam), and a class presentation made in PowerPoint. Daily class participation is essential.

Winter Term (*Spanish and Latin American Film*)—Through the study and analysis of various films from Spanish-speaking countries, students further develop oral and written proficiency in the language. Representative cinematic works of Cuba, Spain, Argentina, and Mexico serve as an artistic medium for discussion of historical, cultural, and political issues. These films serve to enhance students' knowledge of the complexity and richness of



Hispanic cultures. In addition to weekly tests on vocabulary and general comprehension of the films, students will produce an original script and a short video at the end of the term. Students also will enhance their writing by creating four essays based on issues presented on the films. The study of grammar will concentrate on the more challenging structures for English speakers, continuing the grammar review with systematic exercises that were started in the previous *Spanish 400/1*. Daily class participation is essential.

**Spring Term (*Hispanic Caribbean*)**—Students will refine speaking and writing through the analysis of poetry and short stories of select Caribbean authors. This course will use canonical Caribbean poetry, short stories, film, music, and journalism in order to provide a basis to discuss and analyze current and historical issues of Puerto Rico and Cuba. In addition, the course will complete the review started in the fall and winter trimesters of basic to advanced grammar structures. Class requirements will include two essays with subsequent corrections, a class presentation made in PowerPoint, a midterm exam, and a final exam. Daily class participation is essential.

**SPAN-420/1 Readings in Contemporary  
SPAN-420/2 Spanish and Spanish-  
SPAN-420/3 American Literature**

Four class periods. Each trimester, the class aims to develop all language skills through reading, discussion, oral presentations, and regular writing assignments.

**Fall Term**—In the fall, a modern version of the novel *Don Quijote de la Mancha* (1605) is closely examined.

**Winter Term**—In the winter, the focus is on Spanish and Spanish American drama and the traditional Spanish ballad ("romance").

**Spring Term**—Short stories by contemporary Latin American authors such as Carlos Fuentes, J.L. Borges, Julio Cortázar, G.G. Márquez, Isabel Allende, and others.

**SPAN-500/1 Current Issues in the  
Spanish-Speaking World**

Three class periods. Current articles from periodicals of the Hispanic world—similar in content and format to *Time* magazine—provide the context for the review and practice of the more complex structures of the language and for vocabulary expansion. In addition to writing assignments based on the articles, students are evaluated on their aural comprehension and oral proficiency *once a week* in the Language Learning Center. In the last two weeks of the term, the focus shifts to a contemporary film from Spain or Latin America as a basis for (a) the mastery of colloquial speech patterns and current idiomatic expressions, and (b) the analysis of social and/or political issues in the Spanish-speaking world.

**SPAN-500/2 Film and Narrative**

Three class periods. Through a series of short stories, films, videotaped scenes, and a novel, this course focuses on childhood perceptions of the adult world in different areas of the Hispanic world. The universal aspects of childhood—those that transcend cultural or geographical boundaries—and those experiences that stem from specific child-raising practices or societal attitudes toward the child are explored through a series of analytical and creative writing assignments. Role playing and oral/aural exercises in the Language Learning Center complement these assignments.

*Prerequisite:* Enrollment in the fall trimester of *Spanish 500*, or permission of the chair of the Spanish department

**SPAN-520/0 Advanced Course in Literature  
(a yearlong commitment)**

Four class periods. This course emphasizes discussion and analysis of literary works in the classroom and frequent written assignments. This course may require more than the standard four to five hours per week of homework. Traditionally, students who choose to take the AP exam have been successful.

**SPAN-530 Advanced Spanish Language  
(s) in the Lawrence Community**

In partnership with the schools of neighboring Lawrence, this course focuses on the reading and writing skills of younger students living in a bilingual, bicultural world. Phillips Academy students meet three times per week—once in Lawrence for one-hour mentoring sessions, and twice on campus to prepare their lesson plans and review the progress of their mentees. A research paper is required. Limited enrollment.

*Prerequisite:* Enrollment in a fifth-level Spanish course in the previous two trimesters, or permission of the department chair. See also *Latin American Studies (History-Social Sciences 535)*.



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Phillips Academy  
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